

**THE RELATIONSHIP BETWEEN PERCEIVED RESILIENCE AND
PERCEIVED MOTIVATION ON THE EDUCATIONAL PURSUITS OF THE
MILITARY SPOUSE**

A Record of Study

by

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ABSTRACT

The purpose of this study was to identify and describe military spouses based on factors related to educational pursuits and to explore the relationship between the military spouse's perceived resilience and perceived motivation as well as personal factors related to the decision to pursue educational opportunities. The target population for this study was defined as military spouses who have experienced at least one Permanent Change of Station (PCS) move. The accessible population consisted of military spouses stationed at Fort Leavenworth, Kansas who are a member of one of the spouse clubs. The instrument for this study was developed by combining portions of two individual, routinely utilized assessments in order to measure the variables of interest for the study. It is hoped that by determining perceived resilience and perceived motivation and the impact these characteristics have on educational pursuits, as resilience can be taught, more programs can be initiated that would aid in assisting the military spouse.

This study utilized descriptive correlational research. No statistically significant differences were found in perceived motivation scores, perceived resilience scores and the choice to pursue educational opportunities between the spouses of enlisted service members and the spouses of officers. A statistically significant difference was detected in the source of motivation. The spouses of officers possessed more extrinsic motivation when compared to the spouses of enlisted service members. Regression analysis detected no statistically significant relationship between resilience score and motivation scores, and the choice to pursue educational opportunities.

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NOMENCLATURE

Deployment	Move that takes the soldier overseas or to another location unaccompanied for the purpose of fulfilling a mission. Most recently, traveling to Iraq or Afghanistan for the purpose of mission completion.
Enlisted Soldier	Soldier holding the rank of E-1 to E-4
FRG Leader	Family Readiness Group Leader
Field Grade Officer	Army officer O-4 to O-6
General Officer	Army officer O-7 to O-10
ILE	Intermediate Level Education- Advanced school for Army Majors (O-4)
NCO	Non-Commissioned Officer E-5 to E-9
OCNUS	Outside the Continental United States
CONUS	Inside the Continental United States
PCS	Permanent change of station move
Military Spouse	Wife or Husband of a soldier

CHAPTER I

INTRODUCTION

Walk in the door of a military home and hanging on the wall might be a sign to the effect of “I am the wife of an American Soldier. I am a supporter of the United States Army – an encouragement for the protectors of the greatest nation on Earth” (US Army Wife Creed, n.d.) or “Home is where the Army sends us.” These phrases echo throughout military homes from the United States to abroad. Spousal support may be unwavering, however, few careers test that paradigm like a career in the military. It goes without saying that the soldier faces challenges and adversity on a regular basis, but all too often, the challenges and sacrifices of spouses of these soldiers are forgotten.

There is an abundance of empirical research related to the soldier and the transition to civilian life as well and the trials and tribulations of enlisting or commissioning into the United States Army (Higate, 2001; Martin, Rosen & Sparacino, 2000). Only recently has the spouse of the soldier been more in the spotlight. Literature repeatedly mentions an increase in concern for the spouse since the first Gulf War and the realization that spousal satisfaction has an effect on the retention of the trained United States Soldier (Rosen & Durand, 1995; Burrell, Durand & Fortado, 2003; Bowen, 1989; Schwartz, Wood & Griffith, 1991; Scarville, 1990; Segal & Harris, 1993). Since research has proven that married soldiers hold a stronger commitment to the military, making sure the spouses of the soldiers are content is good business sense (Rosen & Durand, 1995; Segal & Harris, 1993). In view of that, there has been research on varying components of the army spouse lifestyle, though there is a gap in research

regarding the relationship between perceived resilience, perceived motivation, and the educational pursuits of the military spouse (Bowen, 1989; Drummet et al., 2004; Orthner, 1990; Palmer, 2008).

Background and Setting

A renewed dependence on the military began September 11, 2001 (9/11), when terrorists changed America in unfathomable ways. The ensuing military action that accompanied the wars within Iraq and Afghanistan have left our country emotionally shocked and scarred unlike anything most individuals have witnessed in their lifetime.

As it stands now, our country has been at war for over a decade. Army deployments have progressed from six-month durations up to 15 months (Engel, et al., 2010). During this time, the spouse has remained to maintain the household, take on all family responsibilities that were previously shared, and wait. With the constant, lengthy hostile environment separations, extended trainings, frequent moves, and relocation and increased responsibilities, spousal satisfaction with the Army lifestyle is at an all-time low (Allen et al., 2010).

Frequency of Moves

There are differences in military life that are not as present in civilian life. Military life is one of frequent moves that occur approximately every two to three years at an average cost of \$2700 in non-reimbursable expenses per family per move (Schumm, 1994). Roots are difficult to establish, as no sooner do the families get settled in, that the Army is moving them again across the country or across the globe (Cooke &

Speirs, 2005; Segal, 1986). “Home” is where the Army says it is, and the only constant is change.

As soldiers change jobs, they are required to uproot and move, often along with their families at a cost to the United States government of over \$1 billion annually (Hix et al., 1998). In this, the military spouse is considered the “tied mover” (Harrell et al., 2004; Cooke & Speirs, 2005). The soldier is moving into a new job or position, and in order to maintain a complete family, the spouse chooses to move with their soldier, wherever that may be, leaving behind school, family, friends, and career to establish a new home and a new normal. Differences arise in the number of moves based upon status and rank. Officers, in general, have more PCS moves than their enlisted counterparts (Segal, 1986; Warner & Horowitz, 1991).

There are also shorter-term moves that are no less stressful. Often, an Army Officer is required to attend a school that will also result in a Permanent Change of Station (PCS) move. In an effort to keep families together, spouses will chose to leave home and relocate to the new duty station, once again leaving friends, family, career, and school behind often for periods of less than a year with little guarantee in the way of employment or education (Segal, 1986).

Role of the Military Spouse

If the past has been any indication, the military lifestyle will include multiple moves, multiple job and possible career changes, close friend separations, and lengthy deployments. The uncertainty lies in when it will happen and where the family will end

up geographically while the certainty is that a move or change in some capacity will undoubtedly occur.

Tremendous burdens are placed upon the military spouse with every move. Sometimes, a move precedes a deployment of the soldier shortly after arrival. Sometimes, training requirements take the soldier from home for lengths of time. Many times, relocating presents a new town, state, or even country where everything is new and ambiguous. Little time is available to gain knowledge of the new area. The new home can be far from immediate family, and exist in any location from the United States (CONUS) to even overseas (OCONUS).

For the Army spouse, a new duty station brings more volunteer work (Durand, 2000; Kohen, 1984; Segal, 1986). Their Army lifestyle is rooted deep in culture with traditions; rules and regulations and customs are in place to insure consistency. Formal trainings are offered, encouraged, and sometimes mandated, to fully encompass and understand the many roles that are expected of the spouse. Binders are issued on the different expectations as a resource to insure consistency across the board (Harrell, 2001). From Family Readiness Group Leader, and all the roles in between up to general officer's spouse, there are manuals, handouts, books, and classes offered to guide the spouse in his or her newly acquired volunteer position (Segal, 1986). These roles are in addition to the other daily roles of spouse, parent, student, or employee. It is no surprise that the Army spouse feels pressure to fill the position that has been predetermined by the rank of the soldier (Segal, 1986; Harrell, 2001). With all the moves, deployments, trainings, and volunteer duties, research has stated the most stressful facet of the military

to the spouse is that the United States Army mission is of utmost importance, and the expectation is that family life takes second place in the hierarchy (Schumm, 1994; Harrell, 2001; Segal, 1986). It is expected that the Army mission come first, leaving the family to put the pieces together later.

Education and Employment

In the civilian world, generally speaking, the higher the education, the better the chance of employment. In addition, the higher the education, the better the chance of being in the labor force and seeking employment (Scarville, 1990). As of 2010, there was a two % unemployment rate among the public sector in dual income families (Lim & Schulker, 2010). However, among military spouses, the rate is much higher at seven % (Lim & Schulker, 2010). In addition, military wives are over three times as likely as their civilian counterparts to be unemployed (Hayghe, 1986). Many times, military spouses take a job just to be employed even though they are over qualified (Lim & Schulker, 2010; Hosek et al., 2002). In the public sector, underemployment is at five % while among military spouses it is 22 % (Lim & Schulker, 2010). Of the involuntary part-time employees, military spouses encompass five % while the public sector takes on only two % (Lim & Schulker, 2010). Sadly, there are only 11 % of military spouses who are adequately employed full time against the public sector rate of 45 % (Lim & Schulker, 2010). Spousal employment status has a direct correlation on satisfaction with the military lifestyle and as previously mentioned, has a direct correlational effect on the retention of the trained soldier (Schwartz et al., 1990; Scarville, 1990).

In light of this, the military has recently implemented programs to aid in the employment and educational pursuits of the military spouse, but no data exists on its effectiveness or use. The Military Spouse Career Advancement Account (MyCAA) offers grants up to \$4,000 total (or \$2,000.00 per fiscal year) for education that will result in an associate degree, certification or licensure. This program is available to spouses of active duty or reserve components in pay grades E1-E5, W1-W2, and O1-O2. In addition to the general grants and scholarships available to all students, the military offers the Stateside Spouse Education Assistance Program (SEAP). This program offers need based tuition assistance to spouses of active duty military members pursuing higher education, limited to \$2,500.00 per academic year. In addition, certain online or satellite colleges located on the military installations offer spouses of service-members free tuition for classes. Outside of formal educational opportunities, there are also various classes offered at military installations ranging anywhere from money management to infant sign language, all in an effort to aid in the pursuit of educational opportunities for the spouse of the military member.

Prior research mentions the Army officer's wife as being older, more educated, and married longer than the enlisted spouse (Scarville, 1990). As of 1990, 46 % of Officers' wives held at least a bachelor's degree compared to 18 % of enlisted wives (Scarville, 1990). Little is known about the educational pursuits since the initial invasion into Iraq in 2003. Recently, the government changed the rules regarding the GI Bill to allow spouses to further their education if the service member chose to hand it down, further opening the door for higher education for the military spouse (Kelty et al., 2010).

Statement of Problem

With the requirements of the military, soldiers are away and spouses are left to care for home, family, and day-to-day chores that previously were shared responsibility. Higher education seems unobtainable due to stress, adversity, and military families living in different states than they have established residency (or even different countries). With the ever-increasing cost of higher education, out of state tuition costs continue to rise further hindering the opportunity to obtain a higher degree.

Research exists defining the roles of the military spouse and the ability to participate in the labor force. All this is tied to satisfaction with the Army lifestyle and the ability to retain trained soldiers. With the recent passing of new laws regarding spousal preference and education programs that have been implemented, there has been little to no new research on the educational pursuits of the Army spouse and the relationship that perceived resilience and perceived motivation may play in the equation.

This study sought to identify and describe military spouses on factors related to educational pursuits and examine the relationships between and among military spouses' perceived motivation, perceived resilience, and personal and career factors related to educational pursuits. This study will make contributions to the Army, educational institutions catering to the military spouse, notably Land Grant Universities, and researchers seeking to help prevent attrition of our well trained, qualified soldiers and to insure the families of our soldiers are able to have their educational needs addressed to improve their quality of life both during and after their spouse's time in the military.

Purpose of the Study

The purpose of this study was to identify and describe military spouses on factors related to educational pursuits and to explore the relationships between military spouse's perceived motivation, perceived resilience, and personal and career factors related to educational pursuits. Understanding factors that affect participation in educational opportunities can aid in the design of programs that will address the specific needs of the spouses of our service members.

Research Questions

The following research questions guided this study:

1. What are the demographics and characteristics of spouses of soldiers at Fort Leavenworth pursuing educational opportunities?
2. How does motivation relate to military spouse's educational pursuits?
3. How does resilience relate to military spouse's educational pursuits?
4. What relationship exists between resilience and motivation in relation to the educational pursuits of the military spouse?

Theoretical Framework

This study is based upon the Theory of Margin by Howard McClusky (1963). A crucial component for meeting demands of life to include learning and education is the ratio between load and power (McClusky, 1963). In this theory, load is defined as the demands, both social and internal, placed on an individual (Main, 1979; McClusky, 1974). The power is defined as the resources available to the person such as position, allies and abilities that the person can depend upon to carry the load. Simply stated, the

greater the power in relationships to the load, the higher the ability to carry the load successfully (McClusky, 1963).

The military spouse is no stranger to volunteerism. As rank of their service member increases, the responsibilities and demands of the individual increase as well (Scarville, 1990). With the increasing demands of military life, less time is available to pursue educational opportunities due to other obligations and the demands that surround the lifestyle. Deployments and training take the soldier away from home months at a time leaving the spouse behind in what would equate to a single parent household. The military spouse is left home to constantly worry and wonder what the next day will hold. Life for the military spouse can only be described as chaotic.

In addition, another theory that helped guide this study was Bandura's Theory of Self-Efficacy. The Theory of Self-Efficacy is embedded in Bandura's Social Cognitive Theory. Simply stated, Bandura's Theory of Self-Efficacy operates under the premise that people are more likely to pursue and complete activities that maintain a high level of self-efficacy and avoid those that do not (Bandura, 1986). Self-efficacy is an individual's belief in their ability to succeed in a given situation. Bandura found that an individual's self-efficacy is a large component in the determination of how challenges are approached (Bandura, 1986). Individuals with a strong sense of self-efficacy tend to tackle challenges with a sense of conviction and bounce back from setbacks (Bandura, 1986). In contrast, individuals with a weak sense of self-efficacy fail to attempt challenging tasks, feeling they are out of their league and focus on failures (Bandura, 1986).

Military spouses are faced with a myriad of challenges at every turn from deployments of their soldier to a new home, career and circle of friends every few years. Their belief in their own ability to tackle the increasing challenges and demands can determine their success in the situation.

Limitations of Study

Questionnaires were utilized to obtain data from spouses of Army soldiers regarding demographics, perceived motivation, and perceived resilience. This study was limited to the access of spouses of Army soldiers stationed at Fort Leavenworth, Kansas. As only one military installation was utilized, the results should not be generalized to the entire military community. However, as our military is transient in nature, sometimes changing duty stations every two to three years, it is possible that this sample would be representative of many military populations. In addition, it is recognized that soldiers and families come from all locations OCONUS and CONUS to attend ILE at Fort Leavenworth, thus, the population under study had a large varying demographic represented. Furthermore, it is recognized that individuals that were not currently pursuing further education may have opted to not complete the study.

Assumptions

It was assumed that participants were representative of the population and responded honestly and without bias to the questionnaire. It was also assumed that the results would be beneficial and meaningful.

Significance of the Problem

The findings of this study will be significant to the United States Army community and the higher education institutions. The ability to identify the factors that influence and hinder Army spouses from pursuing educational opportunities can aid in formulation programs that will combat those deficits that may exist in the programs.

Introduction Summary

The military community of spouses suffers from a tremendous unemployment or underemployment problem. Empirical data suggests that the more education received, the higher the probability of employment. In addition, there is a direct correlation between a spouse's employment opportunities, satisfaction with the military lifestyle and retention of highly trained soldiers (Martin, Rosen & Sparacino, 2000). As a result of the staggering spousal unemployment numbers and spousal dissatisfaction leading to attrition, the Army has initiated programs that aid in the furthering the education the spouses of soldiers. This study identified factors affecting the participation in educational opportunities among spouses of Army service members during Permanent Change of Station moves. This information may prove important to the Army, educational institutions, and spouses. This study may also provide information that is of use to the agencies developing programs for the spouses of our military soldiers.

CHAPTER II

REVIEW OF LITERATURE

Purpose of the Study

The purpose of this study was to identify and describe military spouses on factors related to educational pursuits and to explore the relationships between and among military spouse's perceived motivation, perceived resilience and personal and career factors related to educational pursuits. Understanding factors that affect participation in educational opportunities can aid in the design of programs that will address the specific needs of the spouses of our service members.

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Overview

The United States Army we see today is completely different than what was seen many years ago. It has gone from an Army that had regulations in place that "forbade the peacetime enlistment or reenlistment of men with wives and minor children until 1942,"

to an Army that has set programs and initiatives in place to support the increasing number of family members associated with the Army service member (Shinseki, 2003).

Early research suggests that after World War II, the demographics of the Army families have evolved into the organization we witness today. Parallel to societal changes, the Army has seen an increase in the number of married service members and an increase in the number of spouses that want to and are actively participating in the labor force (Segal & Harris, 1993; Rosen, Moghadam & Vaitkus, 1988; Richard, 1997). In the Army Chief of Staff's White Paper on the Army Family by Wickham (1983), initiatives have been put in place to foster support among the families of our service members. This was a transition from the previous mentality that the families were the responsibility of the soldier, and nothing more (Finlayson, 1969). In 2003, those initiatives were further developed, revisited and confirmed in the White Paper by General Eric K. Shinseki.

There is no question that the role of the spouse has changed over the years. In the 1960s and 1970s, the spouse's (generally wife's) role and achievements were included in the service member's evaluation (Martin, Rosen & Sparacino, 2000). Fortunately, this has ceased to continue due to new regulations mandated by the Department of Defense. Many years ago, Finlayson, 1969, noted that 15.5 % of commissioned officer spouses only held a high school diploma, 41.7 % had some college, and 31.0 % were college graduates during this time. The jobs most commonly filled by the Army officer's spouse during that time were secondary education teacher, elementary education teacher, nurse, secretary, clerk, medical technician, social worker, stenographer, librarian, and

beautician in order of precedence (Finlayson, 1969). In addition, her research noted that 80 % of Army officer spouses were unemployed, and 9.3 % were employed part time and 9.3 % were employed full time (Finlayson, 1969).

More recently, research has noted that unemployment among military spouses was “twice as likely than the civilian counterparts” (Harrell et al., 2004, pg. 40). The most popular career fields for the Army spouses have changed somewhat, to include at the top, administrative (lower pay scale) followed by sales, administrative (better pay scale), teacher, restaurant worker, childcare worker, blue- collar worker, registered nurse, health service aide and finally manager (Harrell et al., 2004). In fact, the Army spouses are currently not only unemployed, but in the instances that they are gainfully employed; they are earning considerably less income than civilian in the same career fields (Harrell et al., 2004).

Even with the ever-increasing demands on the family with the military lifestyle, the majority of spouses “want or need employment outside the home” (Martin, Rosen & Sparacino, 2000, pg 88). It is no surprise that Army spouses can improve their labor market appeal by acquiring higher education (Harrell et al., 2004). Through it all, “given its impact on service member contentment and retention, spouse employment and education is thus an area of significant concern to the military” (Harrell et al., 2004 pg. xvii).

As a result of the changing Army, the Army family has been forced to adapt. As it has morphed, we have seen spouses take on varying roles within the family unit. Long gone are the days in which the spouse waits at home while the soldier travels for

training, school or permanent assignment change. Currently, spouses and family members accompany their service members during Permanent Change of Station moves that can span the globe. With each move come more challenges to the spouse with regard to continuing education and careers. The Department of Defense has noted that gainful employment for the spouse is important in the quality of life for the military family (Segal & Harris, 1993).

In 2011, The National Military Family Association ranked the top five significant life events that were faced by military spouses as:

1. Combat mission frequency of deployed family member
2. Financial set backs occurring with military life
3. Reintegration of family members post deployment
4. Frequent PCS moves that span the globe
5. Spouse job loss with a PCS move

These are just a few of the life events that can alter normalcy in the military household, each contributing significant amounts of stress. With the repeated deployments, relocations, and stresses of the military lifestyle, resilience and motivation are imperative to the military spouse seeking educational pursuits.

Theoretical Framework

A contributing theory to this study was the Theory of Power-Load-Margin by Howard McClusky (1963). A crucial component for meeting demands of life to include learning and education is the ratio between load and power (McClusky, 1963). In this theory, load is defined as the demands, both social and internal, placed on an individual.

The power is defined as the resources available to the person such as position, allies, and abilities that the person can depend upon to carry the load. Simply stated, the greater the power in relationship to the load, the higher the ability to carry the load successfully (McClusky, 1963). For example, if a military already has a tremendous amount of household responsibilities that have already maxed out their resources and energy, they are less likely to take on other responsibilities such as educational opportunities.

The military spouse is no stranger to volunteerism, a contributing factor to the load that a military spouse carries. As the rank of their service member increases, the responsibilities and demands on the individual increase as well (Scarville, 1990). With the increasing demands of military life, less time is available to pursue educational opportunities due to other obligations and the demands that surround the lifestyle. From the deployments and trainings that take the soldier away from home for months at a time to the instant single parent home that is left behind when the soldier deploys, the military spouse sits on a bed of uncertainty that can only be defined as chaotic.

In addition, another theory that helped guide this study was Bandura's Theory of Self-Efficacy. The Theory of Self-Efficacy is embedded in Bandura's Social Cognitive Theory. Simply stated, Bandura's Theory of Self-Efficacy operates under the premise that people are more likely to pursue and complete activities that maintain a high level of self-efficacy and avoid those that do not (Bandura, 1986). Self-efficacy is an individual's belief in their ability to succeed in a given situation. Bandura found that an individual's self-efficacy is a large component in the determination of how challenges are approached (Bandura, 1986). Individuals with a strong sense of self-efficacy tend to

tackle challenges with a sense of conviction and bounce back from setbacks (Bandura, 1986). In contrast, individuals with a weak sense of self-efficacy fail to attempt challenging tasks, feeling they are out of their league and focus on failures (Bandura, 1986).

Military spouses are faced with a myriad of challenges at every turn from deployments of their soldier to a new home, career and circle of friends every few years. Their belief in their own ability to tackle the increasing challenges and demands can determine their success in the situation. A high degree of resiliency can dictate how challenges are approached and overcome.

Review of Literature

This chapter contains a review of literature regarding the unique experiences that spouses of Army service members face related to motivation, resilience and educational pursuits. The outline for this chapter is as follows: overview of military personnel in the United States, frequency of moves, resilience, and motivation.

Overview of Military Personnel in the United States

According to the 2010 Demographics Report which is prepared by the United States Department of Defense (DoD), the total number of military personnel in the Army, Army, Navy, Air Force, Marines, Coast Guard and all the Reserve Components currently stands at 3,697,646. Of these numbers, the Army maintains the largest force with 561,979 active duty Army personnel. In addition, the 2010 Demographics report states that since 1995, the Army has increased the size of their fighting force by 11.3 %, moving from 504,710 to the current number of 561,979. Of these active duty service

members, 58.7 % (or 329,882) are married and 5.3 % (or 29,785) of service members are in a dual military household. There are 887,675 active duty family members to account for which includes both spouse and children. In addition, there are 38,010 single parents in the Army caring for at least one child from what the Demographics Report publishes (2010).

Fort Leavenworth, Kansas is one of 51 army bases in the continental United States, and currently claims the title of the oldest continuously operating military installation west of the Mississippi River (Frazer, 1965). Fort Leavenworth is home to the United States Army's Combined Arts Center (CAC) (Davis & Martin, 2012). The CAC, considered the "intellectual center of the Army" is the "home base of the majority of field grade officers" in the Army ("U.S. Army", 2013). As of 2011, Fort Leavenworth is home to 5,253 military including students and 4,613 family members. The average fiscal year student population includes 1,059 total Command and General Staff College (CGSC) students, and 52 School of Advanced Military Studies (SAMS) students ("U.S. Army", 2013).

Frequency of Moves

The United States can easily be considered a mobile country, dominated by high mobility for a magnitude of reasons. Overall, 8.8 % of the population of the United States relocated to a different residence during a one-year time frame from 2011-2012 based on the Current Population Survey. The reasons for moving varied based upon family circumstances, with the Current Population Survey defining the reasons as work related, family related, housing related and other ("United States Census", 2013). Of the

general population surveyed, from 2011-2012, 29.3 % of married couples moved for family-related reasons such as a change in marital status or to establish their own household, 19.3 % moved for work-related reasons such as new job/ job transfer, find a job, move closer to work/ easier commute or to retire and housing related reasons encompassed 49.4 % of reasons such as home purchase, better housing, better neighborhood, or cheaper housing. Other reasons, such as change of climate, school (leave or attend) or health reasons encompassed 1.9 % of respondents (“United States Census”, 2013). United States Census Bureau data determined that the higher the education of the individual, the more likely they are to move for reasons attributed to work. This is especially true for the long-distance moves (“United States Census”, 2013).

Different from the general population, in the Army, family moves are determined by the needs of the organization, with little input from the individual being relocated. Moving is imminent with several types of moves to be considered. These moves are classified as operational moves, rotational moves, training moves, unit moves, accession moves or separation moves (Warner & Horowitz, 1991; Hix et al., 1998). Accession and separation moves comprise the largest percentage of Army PCS moves with 64 % (Warner & Horowitz, 1991). Accession moves bring the newly enlisted soldier to their first duty station while separation moves return the soldier to civilian life at their home of record after permanent separation from the Army (Hix et al., 1998). Additionally, rotational moves comprise 25 % of the total PCS moves of the Army (Warner & Horowitz, 1991). These are moves of soldiers across the globe either to or from outside

the continental United States (OCONUS) from the opposite location (Warner & Horowitz, 1991). Rotational moves are dependent on the balance of forces necessary (Hix et al., 1998). Training moves, which embody three % of the total number of PCS moves, are primarily endured by commissioned officers as 70 % of the total training move number is as a result of Captains attending their rank specific advanced course and for Majors attending command and staff colleges as PCS moves instead of a temporary duty (TDY) moves (Warner & Horowitz, 1991). The enlisted force utilizes the TDY paradigm for most of their professional development (Hix et al., 1998). Additionally, operational moves are moves from one Continental United States (CONUS) location to another that are not moves related to training (Hix et al., 1998). These comprise eight % of the total number of PCS moves for the Army and involve transferring a soldier from one duty station to another (Warner & Horowitz, 1991). These moves are driven by the desire to equal out an imbalance in either rank or MOS (Military Occupation Specialty) or transfer soldiers who have completed a specific time at an assignment (Hix et al., 1998). Finally, unit moves comprise less than one % of the total Army PCS moves and occur when soldiers move as a result base realignments and closures; involving the entire unit relocating (Warner & Horowitz, 1991).

By the end of the first year of service, the Army commissioned officer has averaged 3 moves while the enlisted personnel have moved an average of 2.2 times (Warner & Horowitz, 1991). By five years of service, the moves rise to 3.6 and 3 consecutively and 6.0 and 5.1 by 10 years of service (Warner & Horowitz, 1991). With a broad average of two years at each location, it is no surprise that the wife of an Army

soldier has difficulty establishing roots and maintaining continuity with educational opportunities.

Options for Military Spouses

Grounded in history and tradition, the military spouse is far from the traditional stay at home mom. With multiple deployments and training scenarios, the spouse is often left to fulfill all household and family requirements alone while the soldier is away from home, often for 9 to 12 months at a time or longer.

Society has moved away from spouses and soldiers filling the traditional roles of “bread-winner husband” and “home-maker wife.” Today, spouses are a financially contributing member of the family and fulfill dual roles as parent and career woman/man. The military spouse is not unlike any other; according to the National Military Family Association they “value education and set educational goals for themselves” (2007). In fact, the 2006 Defense Manpower Data Center Survey of military families noted that 87 % of military spouses have set a goal of educational pursuits. However, there are differing factors that hinder the process.

For the spouse of a soldier, filling the role of “student” is much more complex. In a research study done by the RAND National Defense Research Institute in 2004, barriers to the education of the military spouse were identified through interviews with 800 spouses of soldiers. In this study, less than one-tenth believed they had some benefit to their education by being a military spouse (Harrell et al., 2004). Those that felt some benefit believed that through the military and the ensuing benefits, they were able to focus attention on education rather than employment or felt that in-state tuition rates

(some states) and G.I. Bill benefits allotted them the opportunity to pursue their education (Harrell et al., 2004). The remaining 90 % of the surveyed population felt either that the military lifestyle held a negative effect on their educational pursuits or no effect at all (Harrell et al., 2004). Those factors that were pinpointed as barriers to education were based upon the likelihood of the soldier being absent due to work circumstances (Harrell et al., 2004). It was noted that childcare issues, unpredictability of work schedules, and deployments were the top reasons preventing military spouses from pursuing higher education (Harrell et al., 2004; Bowen, 1989). Other issues that were noted involved frequent relocations endured by the military. The relocations not only prolong the education of the military spouses by the lack of transferability of class credits and inability to complete classes prior to a PCS move, but also increasing the total education cost when not offered at the in-state tuition rate (Harrell et al., 2004). With the new Post 9/11 GI Bill regulations, on August 1, 2009 according to the Department of Veteran Affairs, approximately two million military spouses and dependents of soldiers were granted the option to utilize the GI Bill of the active duty soldier to use for educational pursuits (2013). According to the Department of Veterans Affairs (2013), nearly 20 % of Post 9/11 GI Bill benefits are currently being utilized by either the spouses or the dependents.

Resilience

The definition of resilience differs slightly depending on which professional is explaining it. One of the country's foremost authorities on resilience defines it as "the capacity to rise above difficult circumstances, the trait that allows us to exist in this less-

than perfect world while moving forward with optimism and confidence even in the midst of adversity” (Ginsberg, 2011, pg. 4). Other popular resilience researchers define it as a continuum as opposed to a trait (Reivich & Shatte, 2002). Whatever property it takes on, many argue that it is not isolated to an individual. Some believe that organizations or even communities may be resilient if comprised of significant groups of hearty individuals (Bartone, 2006; Zautra, Hall & Murray, 2008). Resilience is described as a desirable, learnable characteristic of individuals (Ginsberg, 2011; Reivich & Shatte, 2002; Bartone, 2006; Zautra, Hall & Murray, 2008; Werner & Smith, 2001). Resilience is an abstract concept defined by the ability of humans to bounce back after a traumatic event or to thrive in the face of adversity (Ballenger-Browning & Johnson, 2009).

Since 1955 when Werner and Smith completed their groundbreaking research on the theory of resilience and children by tracking a cohort of children from the Hawaiian Island, Kauai, and examining risk and protective factors, we have been studying the effects of resilience on young children and adolescents (Werner, 1993; Werner & Smith, 2001). Only recently has the focus changed to include adults (Werner & Smith, 2001). Currently, researchers have steered away from focusing on the factors associated with resilience and began driving towards those behaviors and processes that espouse resilience. Noticing the positive effect resilience has on the soldier, the military began a program in 2009 to not only comprehend the concepts of resilience, but to implement them into training focused at overcoming adversity (Lester et al., 2011).

Weber & Weber (2005) stated, “differing theories have been proposed to support resilience as a theoretical basis to promote success among those exposed to repeated

stress.” More recently, the term “resilience” has been utilized to describe individuals that perform well under stress (Weber & Weber, 2005).

The 1955 Kauai study on resilience studied a cohort of individuals from birth until they reached their mid-30s. During this period, 201 children from the cohort were determined to be considered high risk (Werner, 1993). Of these high-risk labeled individuals, one third grew into “competent, confident, and caring young adults” (Werner, 1993). These were labeled the “resilient” individuals. It was noted that resilient individuals held certain compensating characteristics. These individuals participated in extra curricular activities and maintained close support in the form of an outside adult source (Werner, 1993). They also believed their life had meaning, and believed they were in control (Werner, 1993). The resilient individuals in the study pursued educational opportunities whether they were community colleges, vocational schools or courses tied to enlistment in the Armed Forces (Werner, 1993; Richardson, 2002).

The espoused components of resilience have been coveted within the United States Army for nearly as long as the institution has been in existence, although they may not have been formally institutionalized, captured, or cultivated (Matthews & Laurence, 2012). In 2006, the Army launched an examination of the “human dimension” of military service. This study resulted in the publication of TRADOC PAM 525-3-7, “The U.S. Army Concept for the Human Dimension in Full Spectrum Operations.” This document may be considered one of the fledgling efforts in the Army’s modern resiliency program. In 2009, a massive program was implemented by the Army in partnership with the University of Pennsylvania to not only understand the components

of resilience, but to train and encourage soldiers to internalize its components into their mental schemata and apply a series of learned coping techniques when facing adversity. This effort has become known as “The Comprehensive Soldier Fitness Program” or CSF (Lester et al., 2011).

The benefit of the Army’s resiliency research is also being extended to families (Saltzman et al., 2011). Family coping skills are being incorporated into training modules for soldiers to learn how to handle adversity outside of work. Additionally, recommendations have been made to develop experiential training events for family members to attend and develop these coping skills (Gottman, Gottman & Atkins, 2011). If proven successful at building heartiness within the military, some predict that the benefits of this institutionalized resiliency training will inevitably be mainstreamed into other large organizations, as has been the precedent with other military innovations throughout history (Cornum et al, 2011). The Army intentionally designed the CSF program so that its lessons may be readily transferable to the civilian community. This common application of this research would signal a paradigm shift within elements of mainstream psychology’s focus. It may ensure that psychologist will have a well-researched method to encourage preventative psychiatric treatments versus the conventionally accepted reactive approach (Seligman & Fowler, 2011).

The resilient individual handles stress in a way that does not hinder their day-to-day livelihood, and in fact will take that adversity and apply it constructively in the form of self-improvement. According to Henderson and Milstein (2003), the resilient individual will “develop social, academic, and vocational competence despite exposure

to severe stress.” It is there that we try to see if our military spouses are classified as resilient. While stress and obligations can deter an individual from pursuing educational opportunities, Hartley (2011), states that high resilience scores correlate to a strong persistence toward academics, in spite of stress.

Research by Rutter (1987, 1993) identified four mechanisms of resiliency that resounded. These included: 1) reduction of risk impact; 2) reduction of negative chain reactions; 3) establishment and maintenance of self-esteem and self-efficacy; and 4) opening up of opportunities. Despite the foci of research on resiliency, no research exists on the relationship between the military spouse’s resiliency score and the educational pursuits or the military spouse’s embracing of the educational opportunities that exist.

Motivation

When it comes to motivation to learn, there is an abundance of empirical data supporting the reasons and rational behind why people go back to school.

For the adult learner, motivation takes on new perspective. Malcolm Knowles believed that adult learner’s motivation behind learning was self-actualization (Knowles, 1975) as is the highest level on Maslow’s hierarchy (1943). In addition, Houle (1961) classified adult learners as goal, activity or learning oriented in their motivation (Boshier, 1971). Consequently, when compared to younger learners, adult learner’s motivation to learn is generally internal (Knowles, 1975).

Different research has determined what motivates varying socioeconomic groups to pursue educational opportunities. Previous research by Johnstone and Rivera (1965) and Morstain and Smart (1977) determined that the lower socioeconomic status pursued

educational opportunities for job related reasons while the higher socioeconomic status pursued educational opportunities for more self-fulfillment. Further research determined gender played a role in the purpose of educational participation. As far back as 1977, Morstain and Smart determined that male participants tended to be more career-oriented while females were more social learners. It was also noted by Beder and Valentine (1990) that women were more likely to seek out educational opportunities for self-fulfillment while men pursued them for career advancement or employment. Though there is an abundance of empirical data to support the reasoning for pursuing educational opportunities in different groups of individuals, little exists that determines the motivations of the military spouse to pursue educational opportunities.

Summary

The military spouse faces a new set of challenges and obstacles at every move, deployment and career change. Gainful employment is directly related to the military spouse's satisfaction with the military and in turn the retention the trained soldier. Showing the expectations of the military spouse as the soldier advances in rank or experiences a deployment or training mission helps understand the load that the military spouse may have when pursuing educational opportunities. An individual's perceived motivation and perceived resilience co-vary with the individual's participation in educational opportunities. Though motivation and resilience have been studied, little is known about how they relate to the educational pursuits of the military spouse.

CHAPTER III

METHODOLOGY

Purpose of the Study

The purpose of this study was to identify and describe military spouses on factors related to educational pursuits and to explore the relationships between and among military spouse's perceived motivation, perceived resilience and personal and career factors related to educational pursuits. Understanding factors that affect participation in educational opportunities can aid in the design and development of programs that will address the specific needs of the spouses of our service members. The accessible population for this study consisted of military spouses stationed with their service member on Fort Leavenworth, Kansas who had completed, at minimum, one PCS (Permanent Change of Station) move.

Research Questions

The following research questions guided this study:

1. What are the demographics and characteristics of spouses of soldiers at Fort Leavenworth pursuing educational opportunities?
2. How does motivation relate to military spouse's educational pursuits?
3. How does resilience relate to military spouse's educational pursuits?
4. What relationship exists between resilience and motivation in relation to the educational pursuits of the military spouse?

Research Design

The site for this study was Fort Leavenworth, Kansas; pitched as “the best hometown in the Army” and “the intelligence epicenter of the Army” with a population as of September 2012 of 16,021 soldiers and family members according to the Fort Leavenworth Public Affairs Office. The transient population of the post fluctuates in approximately August and December with an influx of new Intermediate Level Education (ILE) and School of Advanced Military Studies (SAMS) students and their families while the previous class is tasked with another PCS move.

In order to answer the research questions, this research employed a descriptive/correlational research method. Descriptive research is completed by collecting data to answer research questions concerning the status of the survey respondents (Fraenkel & Wallen, 2006). Correlational research tests to determine the degree at which relationships exist between variables (Fraenkel & Wallen, 2006). According to Fraenkel and Wallen (2006), degrees of relationships are measured allowing the opportunity to predict scores of certain variables based on the scores of the other.

The variables of interest in this study were the resilience scores and degrees of motivation experienced by military spouses who have completed at minimum one permanent change of station move with their soldier. Utilizing a correlational research design aided in measuring the degree of relationships between the variables that influenced the respondent’s decision to pursue educational opportunities.

Correlational research lends itself toward certain types of threats to internal validity. Frankel and Wallen (2006) mention and describe several different threats to internal validity that could be applicable to this study such as subject characteristics, mortality, location, instrumentation, testing, history, maturation, attitude of subjects, regression, and implement decay. For this study, subject characteristics, mortality, location threat, and instrumentation threat were possible threats to internal validity. In an effort to reduce error due to subject characteristics, this study requested demographic information including age, years married, number of PCS moves, spouse's pay grade, gender, number of children at home and the highest academic degree completed. A location threat occurs when each survey is not administered in the same location and under the same circumstances and conditions for all respondents (Fraenkel and Wallen, 2006). In an attempt to control location threat in this research, surveys were emailed to participants at their personal email address, which was given to the spouse club to allow the opportunity to complete the survey in the comfort of their home location. Instrument decay occurs with changes in the instrument over the course of time. In an effort to control instrument decay, the instrument was only administered once, and was completed by the respondent at their convenience. Mortality occurs when subjects may be "lost" to a study (Franken and Wallen, 2006). In an effort to control mortality, Dillman's (2007) methods for acquiring a high response rate were followed. Early and late responders were broken into two groups and compared utilizing the variable "days to respond" to help control for non-response error (Lindner, Murphy & Briers, 2001).

Variables of Interest

The dependent variable of interest in this study was the service member spouse's decision to pursue educational opportunities.

The independent variables of interest in this study were the motivation scores and resilience scores of the military spouse. Through a review of the previous literature, both resilience and motivation were determined to influence the dependent variable.

Individuals who, when faced with adversity or stress, are able to carry on and even excel are considered resilient (Wagnild, 2011). The resilient individual anticipates challenges rather than fear them (Wagnild, 2011). Individuals who are considered less resilient, when faced with adversity or stress, may withdraw and end up with major depressive disorders (Wagnild, 2011). Wagnild and Young's Resilience Scale (2009) will be used to assess the degree of resilience in the sample population.

Motivation for adult learners encompasses many forms. For the military spouse, it may take on a different vision. Vallerand et. al. (1992) Academic Motivation Scale (AMS-C 28) will be used to measure intrinsic, extrinsic, and amotivation in the sample population.

Population

The target population of this study was defined as military spouses who have experienced at least one PCS move. The accessible population consisted of spouses of Army soldiers residing at or around Fort Leavenworth, Kansas during the 2012-2013 school term. The study utilized a random sample of spouses to ensure the accessible population was representative of the target population.

The Army maintains a relatively high level of privacy in regards to their families, and in order to access a population located on a military installation, the Fort Leavenworth Public Affairs Office was contacted requesting permission to access a sample of spouses on Fort Leavenworth, Kansas. After a brief overview of the research purpose was presented, the Public Affairs Office (PAO) authorized the use of the sample population for the research, with the stipulation that participation remained voluntary, anonymous and that neither the researcher nor military personnel would have knowledge that an individual did or did not participate. All responses were requested to be reported confidentially with no ability to link responses to a particular individual, unit or family. The current Public Affairs Officer established contact with a liaison familiar with the spouses who offered to provide email addresses of members after a brief overview of the research was presented. Emails were sent to the spouse clubs representing Fort Leavenworth in an effort to solicit participants and compile a contact list of possible participants.

According to the Public Affairs Office, the current local population of military spouses totals 798 ($N=798$). To determine sample size, Krejcie and Morgan's (1970) formula for determining sample size was referenced. From this, it was determined that responses should be acquired from 260 ($n=260$) members of the sample population in order to reach a 95 % confidence level and a .05 alpha level.

In order to compile the sample, each individual's email address was entered into an Excel spreadsheet with a corresponding consecutive number. Excel software was then utilized to generate a random listing of numbers, of which the corresponding email

addresses were pulled for use in the study. Military spouses having not completed a PCS move with their spouse were removed from the compiled list prior to pulling the random sample.

In an effort to increase response rate, several of Dillman's (2007) guidelines were implemented. Dillman (2007) states email survey response rate is positively influenced by repeated contact. Considering this, an initial email was sent out notifying the potential participants about the questionnaire. One week later, the link to the online questionnaire was emailed to the randomly selected participants as suggested by Dillman (2007). The following week, as a follow up, a thank you email was sent to the randomly selected participants in gratitude for their participation, along with a reminder, if participation has not occurred, with the link to the online survey (Dillman, 2007). Finally, three weeks after the initial questionnaire link was emailed, a new email containing the survey link was sent as a last reminder in the hopes that non-response will be limited (Dillman, 2007).

Procedures

Prior to beginning the study, permission was obtained from Texas A&M IRB (IRB2013-0418) (Appendix A). The instrument was then sent to potential participants prior to the next year's PCS season. October was selected based on the fact that most military spouses would remain home until the winter vacation. It was also a time where the current population at this particular military base was stable and not in transition due to the predetermined beginning and ending of the school year. Fort Leavenworth

maintains four-day weekends on holidays, and many families travel during this time. In order to mitigate this, Veteran's Day week and the week of Thanksgiving were skipped.

Instrumentation

In order to develop the instrument for this study that would measure the independent variables of interest, two different previously utilized instruments were combined. The researcher also added demographic information pertinent to this study.

A self-administered online survey was compiled which consisted of three components. The first component of the survey consisted of the Resilience Scale (Wagnild and Young, 2009), which was used to assess the participant's ability to cope with stressful situations. The second component of the online survey instrument consisted of the Academic Motivation Scale (Vallerand et. al. 1992), which measured intrinsic motivation, extrinsic motivation and amotivation. The final component consisted of demographic questions, which gathered descriptive data such as age, gender, PCS moves, spouse's pay grade, children at home, and educational pursuits.

Resilience

This study incorporated Wagnild and Young's Resilience Scale (RS-14) as the instrument to measure resilience in the sample population. Permission was obtained and a certificate of use issued to the researcher valid for 12 months that granted use of this instrument in the research (Appendix F).

Wagnild and Young's Resilience Scale (RS-14) was chosen due to its association with the military population and its use in studies involving members of the military and their spouses. The instrument measures self-reliance, purposeful life, equanimity,

perseverance, and existential aloneness. Wagnild and Young (1990, 1993) determined these were the five factors that contribute to the theory of resilience. Wagnild & Young (1990, 1993) defined them as:

Purposeful life is defined as the most important characteristic to exhibit with resilience. Having a meaning or reason for life is the force that drives the other four characteristics.

Perseverance is defined as the drive to move forward despite challenges and obstacles that may be faced. Resilient individuals bounce back rather than give up when knocked down.

Equanimity is the belief that even though both good and bad happens in life; it is all about balance. Having the ability to laugh at the disappointments and learn from the experiences of others displays balance.

Self-Reliance is the ability to build on experiences and learn from our disappointments. Practicing leads to confidence and confidence leads to self-reliance.

Existential Aloneness is defined as “coming home to yourself.” Individuals who are happy with who they are do not feel the need to conform or copy others. They are aware that their experiences are unique and can contribute to the greater good.

Reliability is defined as the degree to which scores obtained through the use of an instrument are consistent measures what it is supposed to measure (Fraenkel & Wallen, 2006). The Reliance Scale, consisting of self-reliance, purposeful life, equanimity, perseverance, and existential aloneness was initially developed based on a 1987 qualitative study (Wagnild & Young, 1993). The RS-14 has been consistently

reliable with Cronbach's alpha coefficients ranging from .85 to .94 (Wagnild & Young, 1993).

Validity is defined as the extent to which an instrument measures what it is intended to measure (Fraenkel & Wallen, 2006). Constructs to which the RS has been determined to have a positive correlation include optimism, morale, self-efficacy, life-satisfaction, and forgiveness (Wagnild & Young, 1993). An inverse correlation has been noted in the constructs of depression, stress, anxiety, loneliness, and hopelessness (Wagnild & Young, 1993). The 14-item Resilience Scale (RS-14) is a published and copyrighted instrument, available at www.resiliencecenter.com.

Motivation

This study utilized the Academic Motivation Scale (AMS-C 28) to measure motivation (Vallerand et. al. 1992). This instrument was chosen due to its ability to measure intrinsic, extrinsic and amotivation of the individual towards education. The instrument measures three types of intrinsic motivation (to know, to accomplish, and to experience), three types of extrinsic motivation (external, introjected, and identified regulation) and amotivation (Vallerand, et. al. 1992).

Vallerand et. al. (1992) defined the three factors of the AMS-C 28:

Intrinsic Motivation is driven by a general enjoyment of the task and the satisfaction with completion.

Intrinsic motivation to know is completing an activity for the satisfaction experienced by learning something new.

Intrinsic motivation toward accomplishments is performing a task or becoming engaged in an activity for the pleasure gained from achievement. An individual exceeding the standard, and performing above expectations often defines it.

Intrinsic motivation to experience stimulation is engaging in an activity to gain excitement from the activity. The individual engages in stimulating conversation or education simply for fun and for the thrill.

Extrinsic motivation is the means to an end.

External regulation is behavior that is regulated by a reward or punishment structure.

Introjected regulation is behavior defined by an internalization of the reasons for their actions.

Amotivation is the lack of intrinsic or extrinsic motivation. Forces that are not in the control of the individual cause any outcome from a behavior.

Reliability on this instrument was shown with a Cronbach's alpha of .71 to .83. The AMS-C 28 can be accessed at www.er.uqam.ca/nobel/r26710/LRCS/scales/emecegep_en.doc.

Data Collection

An introductory email was sent out to the participants on October 27, 2013, which served to introduce the study, researcher, purpose of the research, and explain the confidentiality and voluntary nature of the study (Appendix C). The emails were sent out either on Sunday night or early Monday morning in an effort to have the email waiting in the participant's inbox at the beginning of the week. Though Dillman (2007)

recommended that the instrument follow after the introductory email by three days, the researcher chose to follow up the following week on Monday with the instrument. The reason for this was that military spouses tend to have other obligations during the week such as volunteer work, children's activities and work that may prevent the email from being noticed. Table 1 identifies the utilized timeline for data collection.

Table 1

Timeline of Data Collection Procedures

Date	Procedures
October 27, 2013	Pre-notice email sent (Appendix C)
November 3, 2013	Email containing survey link emailed (Appendix D)
November 17, 2013	Reminder email sent containing link (Appendix E)
December 9, 2013	Final reminder email sent containing link (Appendix E)

A recruitment email (Appendix D) containing the survey link was emailed a week later on November 3, 2013, as recommended by Dillman (2007). As Veteran's Day fell during the following week, and families on Fort Leavenworth observed a four-day holiday, the researcher chose to disregard that week as respondents may have an accumulation of email from the holiday causing the survey to be overlooked. For the same reason, the week of Thanksgiving was also disregarded. The following week, November 17, 2013, contact was made again with an email being distributed to the

respondents as a reminder of the survey and containing a survey link (Appendix E). A final email reminder, the forth contact, was distributed on December 9, 2013 to attempt to gain a higher participation rate from the participants (Appendix E).

Data collected was coded and entered into SPSS version 22 for Mac. The coding allowed for confidentiality of the participants. At the conclusion of the research, the codes were destroyed.

Response rate. At the conclusion of the research, at 42.3 % response rate was obtained ($n=110$). The responses were then analyzed for gender and spouse pay grade to determine if participation matched the overall population. The gender of the respondents as well as the pay grade of the soldier spouse included slightly fewer males than the expected demographic, as Flake et. al 2009 noted with 13.8 % of non-soldier spouses were male. The study participants were 7.3 % ($n=8$) male and 92.7 % ($n= 102$) female. In addition, respondents were asked to list the rank of the service member spouse. There were two respondents that chose not to respond. Of the remaining respondents classed as commissioned officers which amounted to 89.8% ($n=97$), respondents were 0.0% O-1 ($n=0$), 0.9% O-2 ($n=1$), 3.7% O-3 ($n=4$), 51.8% O-4 ($n=56$), 21.2% O-5 ($n=23$), 7.4% O-6 ($n=8$), 3.7% O-7 ($n=4$), and 0.9% O-8 ($n=1$). Of the respondents classed as enlisted which amounted to 10.2% ($n=11$), 0.0% E-1 ($n=0$), 0.9% E-2 ($n=1$), 0.9% E-3 ($n=1$), 1.9% E-4 ($n=2$), 0.9% E-5 ($n=1$), 0.9% E-6 ($n=1$), 0.9% E-7 ($n=1$), 1.9% E-8 ($n=2$), and 1.9% E-9 ($n=2$). This is demonstrated in Table 2.

Table 2

Gender of Respondents and Rank of Respondents' Spouses (n=110)

Demographic	<i>f</i>	%	Mode
Gender			Female
Female	102	92.7	
Male	8	7.3	
Rank of Service Member ^a			O-4
O-1	0	0.0	
O-2	1	0.9	
O-3	4	3.7	
O-4	56	51.8	
O-5	23	21.2	
O-6	8	7.4	
O-7	4	3.7	
O-8	1	0.9	
E-1	0	0.0	
E-2	1	0.9	
E-3	1	0.9	
E-4	2	1.9	
E-5	1	0.9	
E-6	1	0.9	
E-7	1	0.9	
E-8	2	1.9	
E-9	2	1.9	

^a Two respondents failed to answer

Nonresponse error. In an effort to control nonresponse error due to a response rate of less than 100 %, the responses from the early responders were compared to the late responders by utilization of an independent samples t-test. Upon analysis, there were no statistically significant differences noted between the two groups response means for perceived motivation, amotivation, or perceived resilience found.

Data analysis. Data acquired from the participants of the questionnaire was analyzed using the Statistical Package for Social Sciences program version 22 (SPSS 22) for Mac. The alpha level for statistical significance was set at 0.05 a priori. Statistical analysis was performed on the descriptive statistics to include frequency, mean, median, and mode.

What are the demographics and characteristics of spouses of soldiers at Fort Leavenworth pursuing educational opportunities? To answer research question one, the characteristics of the spouses of soldiers were analyzed for age, gender, number and age of children living at home, years married to soldier, highest educational degree held, and participation frequency in educational programs. In order to analyze the nominal (categorical) data (gender, number and age of children living at home, highest educational level received, and time of completion of education) frequency, percentages, and mode was used. In order to analyze the ordinal data (age, years married to soldier, and participation frequency in educational programs) measures of central tendency and variability, frequencies, and percentages were used.

How does motivation relate to military spouse's educational pursuits? The second research question sought answers to how motivation relates to the military spouse's educational pursuits. The degree of motivation was measured using the Academic Motivation Scale AMS-28. To answer research question two, mean scores, ranges, and standard deviations were used to analyze the data for the purpose of measuring the degree of motivation reported by military spouses. The data measured were summated scores from AMS- C 28 (Vallerand et. al., 1992). The three factors

identified by the authors of the instruments, intrinsic motivation, extrinsic motivation and amotivation were reported using a seven-point Likert-type scale.

Independent samples t-tests were used to determine if differences existed between the spouses of enlisted personnel and the spouses of commissioned officers in regards to the motivation subscale scores. In addition, independent samples t-tests were calculated to determine relationships between respondents pursuing academic opportunities and those that were not and their motivation subscale scores.

How does resilience relate to military spouse's educational pursuits? The third research question pursued answers to how resilience relates to the military spouse's educational pursuits. The degree of resilience was measured using the Resilience Scale (RS - 14). To answer research question three, mean scores, ranges, and standard deviations were used to analyze the data, measuring the degree of resilience reported by military spouses. The data measured were summated scores from the RS-14 (Wagnild & Young, 1993). The five factors identified by the authors of the instruments, self-reliance, meaning, equanimity, perseverance and existential aloneness were reported using a seven-point Likert-type scale.

Independent samples t-tests were used to determine if differences existed between the spouses of enlisted personnel and the spouses of commissioned officers. Independent samples t-tests were calculated to identify the relationships between the participation in educational programs and resilience subscale scores of survey respondents.

What relationship exists between resilience and motivation in relation to the academic pursuits of the military spouse? The fourth research question sought answers as to how resilience and motivation relate to the decision to pursue educational opportunities. Binary logistic regressions were calculated to determine relationships between perceived motivation scores, perceived resilience scores and the academic pursuits of the military spouse.

Summary

In order to answer the research questions in this study, a descriptive, correlational research design was utilized. The participants of this study were military spouses stationed at Fort Leavenworth, Kansas during the 2012- 2013 school year. The accessible population consisted of 798 military spouses who had completed at least one PCS with their soldier. Surveys were emailed to 260 military spouses stationed at Fort Leavenworth. Of the spouses who were asked to participate, 131 began the survey and 110 completed it either electronically or in paper form. The survey taken measured the participant's perceived resiliency and perceived motivation scores and compared it to their decision to pursue further educational pursuits.

CHAPTER IV

FINDINGS

Purpose of the Study

The purpose of this study was to identify and describe military spouses on factors related to educational pursuits and to explore the relationships between and among military spouse's perceived motivation, perceived resilience and personal and career factors related to educational pursuits. Understanding factors that affect participation in educational opportunities can aid in the design of programs that will address the specific needs of the spouses of our service members.

Research Questions

The following research questions guided this study:

1. What are the demographics and characteristics of spouses of soldiers at Fort Leavenworth pursuing educational opportunities?
2. How does motivation relate to military spouse's educational pursuits?
3. How does resilience relate to military spouse's educational pursuits?
4. What relationship exists between resilience and motivation in relation to the educational pursuits of the military spouse?

Population

The target population of this study was defined as military spouses who have experienced at least one PCS (Permanent Change of Station) move. The accessible population consisted of spouses of Army Soldiers residing at or around Fort Leavenworth, Kansas during the 2012-2013 school term. The study utilized a random

sample of spouses to ensure the accessible population is representative of the target population.

According to the Public Affairs Office, the current local population of military spouses totals 798 ($N=798$). Following Krejcie and Morgan's (1970) formula for determining sample size, it was determined that responses should be acquired from 260 ($n=260$) members of the sample population in order to reach a 95 % confidence level and a .05 alpha level. The sample drawn ($n= 260$) was representative of the area in which the survey was completed. The response rate for this study was 42.3 %.

Research Question One

Research question one identified the demographic characteristics of the military spouses. Data was analyzed according to both individual and family characteristics. Individual characteristics included gender, highest degree earned, age, years married to service member, employment, and choice of educational opportunities. Family characteristics included age of children, number of children residing at home, rank of military member, and number of PCS moves.

Individual characteristics. Respondents were asked individual characteristics such as gender, highest degree held, age, years married to military member, employment status, and choice of educational opportunities.

The study participants were 7.3% ($n=8$) male and 92.7% ($n= 102$) female. Of the respondents, 14.7% ($n=16$) held a high school diploma as the highest level of education completed, 26.6% ($n=29$) held bachelor's degrees, 22.9% ($n=25$) had coursework above a bachelor degree, 19.3% ($n=21$) held master's degrees, 2.8% ($n=3$) held specialist

degrees, and 1.8% ($n=2$) held doctoral degrees. One respondent did not answer this question. Table 3 summarizes gender and highest degree held.

Table 3

Gender and Educational Attainment of Military Spouses

Demographic	<i>f</i>	%	Mode
Gender			Female
Female	102	92.7	
Male	8	7.3	
Highest degree earned^a			Bachelors
High School	16	14.7	
Bachelors	29	26.6	
Bachelors +	25	22.9	
Masters	21	19.3	
Masters +	13	11.9	
Specialist	3	2.8	
Doctoral	2	1.8	

^a One respondent failed to answer

Of the military spouse respondents currently holding degrees, 53.6% ($n=59$) obtained their degrees prior to marrying their spouse, 15.5% ($n=17$) obtained their degrees within the first two to three years as a military spouse, 19.1% ($n=21$) obtained their degree later in their soldier's career, and 11.8% ($n=13$) are currently working on

their degree. Of the respondents, 71.8% ($n=79$) are currently pursuing more educational opportunities. Table 4 summarizes this demographic information.

Table 4

Decision to Pursue Education and Timing of Decision ($n=110$)

Demographic	<i>f</i>	%	Mode
Currently pursuing educational opportunities			Yes
Yes	79	71.8	
No	31	28.2	
Highest level of education completed			Prior to marriage
Prior to marriage	59	53.6	
During first 2-3 of marriage	17	15.5	
Later in spouse's career	21	19.1	
Currently enrolled	13	11.8	

When asked about employment status, 11.8% ($n=13$) of respondents were unemployed but looking for employment, 30.0% ($n=33$) were unemployed but not looking for employment, 20.9% ($n=23$) were employed part time, 17.3% ($n=19$) were employed full time, 4.5% ($n=5$) described themselves as a full time student, while 15.5% ($n=17$) listed their employment status as “other.” When asked to expand on “other,” respondents mentioned multiple reasons. These included: employed part-time, part-time student, and part-time volunteer, full-time volunteer, full-time mom, home-based business owner, and homemaker. Table 5 summarizes this demographic information.

Table 5

Employment Status of Military Spouses (n=110)

Demographic	<i>f</i>	%	Mode
Employment Characteristic			Unemployed (not looking for employment)
Unemployed (looking for employment)	13	11.8	
Unemployed (not looking for employment)	33	30	
Employed (part-time)	23	20.9	
Employed (full-time)	19	17.3	
Full-time student	5	4.5	
Other	17	15.5	

The average age of the participants was 40.7 years ($SD= 7.68$) with a range of 19 to 62 years old. Military spouses were asked how long they were married to their military member and responses ranged from one to 28 years with an average of 12.15 years ($SD=6.50$). Table 6 summarizes age and years married to service member.

Table 6

Respondents Age and Number of Years Married to Service Member (n=110)

Characteristic	<i>M</i>	<i>MD</i>	<i>SD</i>	Range
Age	40.7	40	7.68	19-62
Years married to service member	12.15	12	6.50	1-28

Family characteristics. Respondents were asked to answer questions identifying family characteristics. A majority, 81.8% ($n=90$), stated that there were children living at home. In addition to identifying if children lived in the home, military spouses were asked to list the number and age ranges of the resident children. Of those that reported having children living at home, numbers ranged from one to four or more with ages ranging from newborn to college age. Of those that reported having children residing at home, 21.8% ($n=24$) reported only one child, 35.5% ($n=39$) reported two children, 18.2% ($n=20$) reported three children, 6.4% ($n=7$) reported four or more. A small percentage, 18.2% ($n=20$), reported no children living at home. Of the families that reported children living at home, 7.6% ($n=10$) reported having a newborn, 16.8% ($n=22$) reported toddler age children (two to three years old), 16% ($n=21$) reported preschool age children (three to four years old), 16% ($n=21$) reported kindergarten age children (five to six years old), 41.2% ($n=54$) reported grade school children (seven to 13 years old), 23% ($n=17.6$) reported high school age children (14 to 18 years old) and 6.1% ($n=8$) reported college children (over 18 years old and pursuing higher education) living at home. The characteristics of children living at home are summarized in Table 7.

Table 7

Characteristics of Children Living at Home (n=110)

Characteristic	<i>f</i>	%	Mode
Children at home			Yes
Yes	90	81.8	
No	20	18.2	
Age of children at home			Grade school
Newborn	10	7.6	
Toddler	22	16.8	
Preschool	21	16.0	
Kindergarten	21	16.0	
Grade school	54	41.2	
High school	23	17.6	
College	8	6.1	

Respondents were asked the total number of PCS moves that were completed with their military spouse. As with any move, PCS moves can disrupt the family by having to relocate to a completely different area to follow the spouse to the next duty station. Every survey respondent had completed at least one PCS move with his or her soldier. The lowest number was one PCS move with 2.7% ($n=3$) while 23.6% ($n=26$) had completed two to three PCS moves. In addition, 24.5% ($n=27$) had completed between four and five PCS moves, 19.1% ($n=21$) had completed between six and seven, and 30.1% ($n=33$) had completed more than seven. The PCS moves are summarized in Table 8.

Table 8

Frequency of PCS Moves While Married to Military Spouse (n=110)

Characteristic	<i>f</i>	%	Mode
PCS moves			7 or more
1	3	2.7	
2-3	26	23.6	
3-4	27	24.5	
5-6	21	19.1	
7 or more	33	30.1	

In addition, respondents were asked to list the rank of the service member spouse. There were two respondents that chose not to respond. Of the remaining respondents classed as commissioned officers, responses were 89.8% ($n=97$), 0.0% O-1 ($n=0$), 0.9% O-2 ($n=1$), 3.7% O-3 ($n=4$), 51.8% O-4 ($n=56$), 21.2% O-5 ($n=23$), 7.4% O-6 ($n=8$), 3.7% O-7 ($n=4$), and 0.9% O-8 ($n=1$). Of the respondents classed as enlisted, responses were 10.2% ($n=11$), 0.0% E-1 ($n=0$), 0.9% E-2 ($n=1$), 0.9% E-3 ($n=1$), 1.9% E-4 ($n=2$), 0.9% E-5 ($n=1$), 0.9% E-6 ($n=1$), 0.9% E-7 ($n=1$), 1.9% E-8 ($n=2$), and 1.9% E-9 ($n=2$).

Finally, each respondent was asked the type of educational opportunities they were pursuing. Of the respondents, 1.3% ($n=1$) were pursuing vocational school, 11.4% ($n=9$) were pursuing an associates degree, 10.1% ($n=8$) were pursuing education at an undergraduate program at a four year college or university, 38.0% ($n=30$) were pursuing education leading to a master's, doctorate or professional degree, 22.7% ($n=18$) were taking part in on post educational opportunities such as Army Family Team Building,

Family Readiness Group Training, or the Field Grade Spouse Seminar, and 16.5% ($n=13$) classified their educational opportunities as “other.” Those that listed “other” described their educational opportunities as certificates and registered Yoga teacher certification. Table 9 summarizes choices of educational opportunities of the respondents.

Table 9

Educational Opportunities Selected by the Military Spouses ($n=79$)

Characteristic	<i>f</i>	%	Mode
Choices of educational opportunities			Post bachelors leading to masters or higher
Vocational School	1	1.3	
2 year college	9	11.4	
Undergraduate program at four year university	8	10.1	
Post bachelor's degree leading to masters or higher	30	38.0	
On post education	18	22.7	
Other	13	16.5	

Research Question Two

The second research question asked how perceived motivation related to the military spouse's educational pursuits. The degree of perceived motivation was measured by utilizing Vallerand et. al. (1992) Academic Motivation Scale (AMS-C 28).

By using this scale, intrinsic motivation, extrinsic motivation, and amotivation were measured in the sample population. Participants were asked to rank themselves on the 28-item 7-point Likert-type scale: 1) *strongly disagree*; 2) *disagree*; 3) *somewhat disagree*; 4) *neither agree nor disagree*; 5) *somewhat agree*; 6) *agree*; 7) *strongly agree*.

Intrinsic motivation. Twelve statements comprised the portion for intrinsic motivation. This section was broken down into three subsets to include intrinsic motivation (to know), intrinsic motivation (toward accomplishment), and intrinsic motivation (to experience stimulation).

The first intrinsic motivation component involved seeking education for the benefit of “knowing.” *Because I experience pleasure and satisfaction learning new things*, received 0.9% ($n=110$) of the responses disagree, 4.5% ($n=110$) as neither agree nor disagree, 8.2% ($n=110$) as somewhat agree, 35.5% ($n=110$) as agree, and 50.9% ($n=110$) as strongly agree.

The second question was *for the pleasure I experience when I discover new things never seen before* received 0.9% ($n=110$) of the responses as disagree, 2.7% ($n=110$) as somewhat disagree, 10.0% ($n=110$) as neither agree or disagree, 22.7% ($n=110$) as somewhat agree, 32.7% ($n=110$) as agree, and 30.9% ($n=110$) as strongly agree.

The third question was *for the pleasure I experience in broadening my knowledge about subjects which appeal to me* received 3.6% ($n=110$) of the responses as disagree, 1.8% ($n=110$) as somewhat disagree, 3.8% ($n=110$) as neither agree or

disagree, 14.5% ($n=110$) as somewhat agree, 36.4% ($n=110$) as agree, and 39.1% ($n=110$) as strongly agree.

The final question was *because my studies allow me to continue to learn about many things that interest me* received 1.8% ($n=110$) of the responses as disagree, 6.4% ($n=110$) as neither agree or disagree, 20.0% ($n=110$) as somewhat agree, 34.5% ($n=110$) as agree, and 37.3% ($n=110$) as strongly agree.

The next section on intrinsic motivation asked questions concerning gaining knowledge to achieve an accomplishment. The first question was *for the pleasure I experience while surpassing myself in my studies*. Respondents reported 0.9% ($n=110$) of the responses as strongly disagree, 3.6% ($n=110$) as disagree, and 5.5% ($n=110$) as somewhat disagree, 12.7% ($n=110$) as neither agree or disagree, 30.0% ($n=110$) as somewhat agree, 30.0% ($n=110$) as agree, and 17.3% ($n=110$) as strongly agree.

The second question was *for the pleasure that I experience while I am surpassing myself in one of my personal accomplishments*. Respondents reported 4.5% ($n=110$) as disagree, and 2.7% ($n=110$) as somewhat disagree, 10.0% ($n=110$) as neither agree or disagree, 20.9% ($n=110$) as somewhat agree, 41.8% ($n=110$) as agree, and 20.0% ($n=110$) as strongly agree.

The third question was *for the satisfaction I feel when I am in the process of accomplishing difficult academic activities*. Respondents reported 0.9% ($n=110$) of the responses as strongly disagree, 3.6% ($n=110$) as disagree, 4.5% ($n=110$) as somewhat disagree, 9.1% ($n=110$) as neither agree nor disagree, and 27.3% ($n=110$) as somewhat agree, 33.6% ($n=110$) as agree, and 20.9% ($n=110$) as strongly agree.

The final question was *because college allows me to experience a personal satisfaction in my quest for excellence in my studies*. Respondents reported 4.5% ($n=110$) as disagree, 0.9% ($n=110$) as somewhat disagree, 13.6% ($n=110$) as neither agree nor disagree, and 15.5% ($n=110$) as somewhat agree, 34.5% ($n=110$) as agree, and 30.9% ($n=110$) as strongly agree.

The next component of intrinsic motivation was described as having motivation to seek education to gain mental stimulation. The first question was *for the intense feelings I experience when I am communicating my own ideas to others*. Respondents reported 0.9% ($n=110$) of the responses as strongly disagree, 4.5% ($n=110$) as disagree, 1.8% ($n=110$) as somewhat disagree, 20.0% ($n=110$) as neither agree nor disagree, and 27.3% ($n=110$) as somewhat agree, 30.9% ($n=110$) as agree, and 14.5% ($n=110$) as strongly agree.

The second question was *for the pleasure I experience when I read interesting authors*. Respondents reported 1.8% ($n=110$) of the responses as strongly disagree, 12.7% ($n=110$) as disagree, 3.6% ($n=110$) as somewhat disagree, 15.5% ($n=110$) as neither agree nor disagree, and 27.3% ($n=110$) as somewhat agree, 20.0% ($n=110$) as agree, and 19.1% ($n=110$) as strongly agree.

The third question was *for the pleasure that I experience when I feel completely absorbed by what certain authors have written*. Respondents reported 0.9% ($n=110$) of the responses as strongly disagree, 12.7% ($n=110$) as disagree, 5.5% ($n=110$) as somewhat disagree, 17.3% ($n=110$) as neither agree nor disagree, and 24.5% ($n=110$) as somewhat agree, 20.9% ($n=110$) as agree, and 12.7% ($n=110$) as strongly agree.

The final question was *for the “high” feeling that I experience while reading about various interesting subjects*. Respondents reported 2.7% ($n=110$) of the responses as strongly disagree, 10.0% ($n=110$) as disagree, 6.4% ($n=110$) as somewhat disagree, 19.1% ($n=110$) as neither agree nor disagree, and 24.5% ($n=110$) as somewhat agree, 24.5% ($n=110$) as agree, and 12.7% ($n=110$) as strongly agree.

Extrinsic motivation. The next section of 12 questions was divided into subcategories of identified, introjected, and external regulation for extrinsic motivation.

For identified extrinsic motivation, the first question was *because I think that a college education will help me better prepare for the career I have chosen*. Respondents reported 1.8% ($n=110$) as somewhat disagree, 5.5% ($n=110$) as neither agree nor disagree, and 8.2% ($n=110$) as somewhat agree, 26.4% ($n=110$) as agree, and 58.2% ($n=110$) as strongly agree.

The second question was *because eventually it will enable me to enter the job market in a field that I like*. Respondents reported 0.9% ($n=110$) as disagree, 0.9% ($n=110$) as somewhat disagree, 4.5% ($n=110$) as neither agree nor disagree, and 16.4% ($n=110$) as somewhat agree, 34.5% ($n=110$) as agree, and 42.7% ($n=110$) as strongly agree.

The third question was *because it will help me make a better choice regarding my career orientation*. Respondents reported 1.8% ($n=110$) of the responses as strongly disagree, 1.8% ($n=110$) as disagree, 2.7% ($n=110$) as somewhat disagree, 6.4% ($n=110$) as neither agree nor disagree, and 21.8% ($n=110$) as somewhat agree, 37.3% ($n=110$) as agree, and 28.2% ($n=110$) as strongly agree.

The final question was *because I believe that a few additional years of education will improve my competence as a worker*. Respondents reported 0.9% ($n=110$) of the responses as strongly disagree, 0.9% ($n=110$) as disagree, 0.9% ($n=110$) as somewhat disagree, 9.1% ($n=110$) as neither agree nor disagree, and 17.3% ($n=110$) as somewhat agree, 36.4% ($n=110$) as agree, and 34.5% ($n=110$) as strongly agree.

The second four questions involved introjected extrinsic motivation. The first question was *to prove to myself that I am capable of completing my college degree*. Respondents reported 6.4% ($n=110$) as disagree, 0.9% ($n=110$) as somewhat disagree, 12.7% ($n=110$) as neither agree nor disagree, and 15.5% ($n=110$) as somewhat agree, 30.0% ($n=110$) as agree, and 34.5% ($n=110$) as strongly agree.

The second question was *because of the fact that when I succeed in college, I feel important*. Respondents reported 6.4% ($n=110$) as disagree, 5.5% ($n=110$) as somewhat disagree, 16.4% ($n=110$) as neither agree nor disagree, and 26.4% ($n=110$) as somewhat agree, 28.2% ($n=110$) as agree, and 17.3% ($n=110$) as strongly agree.

The third question was *to show myself that I am an intelligent person*. Respondents reported 5.5% ($n=110$) of the responses as strongly disagree, 2.7% ($n=110$) as disagree, 5.5% ($n=110$) as somewhat disagree, 17.3% ($n=110$) as neither agree nor disagree, and 25.5% ($n=110$) as somewhat agree, 24.5% ($n=110$) as agree, and 19.1% ($n=110$) as strongly agree.

The final question was *because I want to show myself that I can succeed in my studies*. Respondents reported 1.8% ($n=110$) of the responses as strongly disagree, 5.5% ($n=110$) as disagree, 1.8% ($n=110$) as somewhat disagree, 5.5% ($n=110$) as neither agree

nor disagree, and 22.7% ($n=110$) as somewhat agree, 35.5% ($n=110$) as agree, and 27.3% ($n=110$) as strongly agree.

The final four questions on extrinsic motivation involved external regulation. The first question was *because with only a high school degree I would not find a high paying job later on*. Respondents reported 0.9% ($n=110$) of the responses as strongly disagree, 2.7% ($n=110$) as disagree, 6.4% ($n=110$) as somewhat disagree, 10.0% ($n=110$) as neither agree nor disagree, and 9.1% ($n=110$) as somewhat agree, 29.1% ($n=110$) as agree, and 41.8% ($n=110$) as strongly agree.

The second question was *in order to obtain a more prestigious job later on*. Respondents reported 2.7% ($n=110$) as disagree, 3.6% ($n=110$) as somewhat disagree, 5.5% ($n=110$) as neither agree nor disagree, and 15.5% ($n=110$) as somewhat agree, 37.3% ($n=110$) as agree, and 35.5% ($n=110$) as strongly agree.

The third question was *because I want to have the “good life” later on*. Respondents reported 2.7% ($n=110$) of the responses as strongly disagree, 10.0% ($n=110$) as disagree, 1.8% ($n=110$) as somewhat disagree, 14.5% ($n=110$) as neither agree nor disagree, and 17.3% ($n=110$) as somewhat agree, 38.2% ($n=110$) as agree, and 15.5% ($n=110$) as strongly agree.

The final question was *in order to have a better salary later on*. Respondents reported 1.8% ($n=110$) as disagree, 2.7% ($n=110$) as somewhat disagree, 6.4% ($n=110$) as neither agree nor disagree, and 23.6% ($n=110$) as somewhat agree, 41.8% ($n=110$) as agree, and 23.6% ($n=110$) as strongly agree.

Amotivation. The last four questions asked about amotivation. *The first question was honestly, I don't know; I really feel that I am wasting my time in school.*

Respondents reported 66.4% ($n=110$) of the responses as strongly disagree, 24.5% ($n=110$) as disagree, 0.9% ($n=110$) as somewhat disagree, 5.5% ($n=110$) as neither agree nor disagree, and 2.7% ($n=110$) as somewhat agree.

The second question was *I once had good reasons for going to college; however, now I wonder whether I should continue.* Respondents reported 50.9% ($n=110$) of the responses as strongly disagree, 19.1% ($n=110$) as disagree, 4.5% ($n=110$) as somewhat disagree, 16.4% ($n=110$) as neither agree nor disagree, and 2.7% ($n=110$) as somewhat agree, 3.6% ($n=110$) as agree, and 2.7% ($n=110$) as strongly agree.

The third question was *I can't see why I go to college and frankly, I could care less.* Respondents reported 76.4% ($n=110$) of the responses as strongly disagree, 14.5% ($n=110$) as disagree, 0.9% ($n=110$) as somewhat disagree, 7.3% ($n=110$) as neither agree nor disagree, and 0.9% ($n=110$) as somewhat agree.

The final question was *I don't know; I can't understand what I am doing in school.* Respondents reported 69.1% ($n=110$) of the responses as strongly disagree, 20.9% ($n=110$) as disagree, 9.1% ($n=110$) as neither agree nor disagree, and 0.9% ($n=110$) as somewhat agree.

The first component of motivation measured utilizing the AMS-C 28 was intrinsic motivation (to know). An average score was calculated for intrinsic motivation (to know) in order to use it in overall motivation for the study as well as correlating it with other variables of interest. For statement two, *because I experience pleasure and*

satisfaction while learning new things, the average response was 6.30 ($SD = 0.91$).

Statement nine, *for the pleasure I experience when I discover new things never seen before*, the average response was 5.76 ($SD = 1.13$).

Statement 16, *for the pleasure that I experience in broadening my knowledge about subjects which appeal to me*, the average response was 5.95 ($SD = 1.21$).

Statement 23 *because my studies allow me to continue to learn about many things that interest me*, the average response was 5.97 ($SD = 1.06$).

The next component of motivation was intrinsic motivation (toward accomplishment). An average score was calculated for intrinsic motivation (toward accomplishment) in order to use it in overall motivation for the study as well as correlating it with other variables of interest.

For statement six, *for the pleasure I experience while surpassing myself in my studies*, the average response was 5.26 ($SD = 1.33$).

Statement 13, *for the pleasure that I experience while I am surpassing myself in one of my personal accomplishments*, the average response was 5.53 ($SD = 1.25$).

Statement 20, *for the satisfaction I feel when I am in the process of accomplishing difficult academic activities*, the average response was 5.43 ($SD = 1.32$).

Statement 27, *because college allows me to experience a personal satisfaction in my quest for excellence in my studies*, the average response was 5.67 ($SD = 1.31$).

The next component of motivation was intrinsic motivation (to experience stimulation). An average score was calculated for intrinsic motivation (to experience

stimulation) in order to use it in overall motivation for the study as well as correlating it with other variables of interest.

For statement four, *for the intense feelings I experience when I am communicating my own ideas to others*, the average response was 5.19 ($SD = 1.30$).

Statement 11, *for the pleasure that I experience when I read interesting authors*, the average response was 4.90 ($SD = 1.65$).

Statement 18, *for the pleasure that I experience when I feel completely absorbed by what certain authors have written*, the average response was 4.55 ($SD = 1.76$).

Statement 25, *for the “high” feeling that I experience while reading about various interesting subjects*, the average response was 4.77 ($SD = 1.59$).

In addition to intrinsic motivation, this instrument measured extrinsic motivation. The first component of extrinsic motivation was identified as extrinsic motivation (identified). An average score was calculated for extrinsic motivation (identified) in order to use it in overall motivation for the study as well as correlating it with other variables of interest.

For statement three, *because I think that a college education will help me better prepare for the career I have chosen*, the average response was 6.34 ($SD = 0.97$).

Statement 10, *because eventually it will enable me to enter the job market in a field that I like*, the average response was 6.11 ($SD = 0.99$).

Statement 17, *because this will help me make a better choice regarding my career orientation*, the average response was 5.69 ($SD = 1.29$).

Statement 24, *because I believe that a few additional years of education will improve my competence as a worker*, the average response was 5.88 ($SD = 1.16$).

The next component of motivation was extrinsic motivation (introjected). An average score was calculated for extrinsic motivation (introjected) in order to use it in overall motivation for the study as well as correlating it with other variables of interest.

For statement seven, *to prove to myself that I am capable of completing my college degree*, the average response was 5.65 ($SD = 1.42$).

Statement 14, *because of the fact that when I succeed in college I feel important*, the average response was 5.16 ($SD = 1.39$).

Statement 21, *to show myself that I am an intelligent person*, the average response was 5.05 ($SD = 1.59$).

Statement 28, *because I want to show myself that I can succeed in my studies*, the average response was 5.57 ($SD = 1.43$).

The next component of motivation was extrinsic motivation (external regulation). An average score was calculated for extrinsic motivation (external regulation) in order to use it in overall motivation for the study as well as correlating it with other variables of interest.

For statement one, *because with only a high-school degree I would not find a high-paying job later on*, the average response was 5.78 ($SD = 1.46$).

For statement eight, *in order to obtain a more prestigious job later on*, the average response was 5.87 ($SD = 1.22$).

For statement 15, *because I want to have the “good life” later on*, the average response was 5.10 ($SD = 1.60$). For statement 22, *in order to have a better salary later on*, the average response was 5.72 ($SD = 1.09$).

In addition to intrinsic motivation and extrinsic motivation, this instrument measured amotivation. An average score was calculated for amotivation in order to use it in overall motivation for the study as well as correlating it with other variables of interest.

For statement five, *honestly, I don’t know; I really feel that I am wasting my time in school*, the average response was 1.54 ($SD = 0.96$).

Statement 12, *I once had good reasons for going to college; however, now I wonder whether I should continue*, the average response was 2.23 ($SD = 1.64$).

Statement 19, *I can’t see why I go to college, and frankly, I couldn’t care less*, the average response was 1.42 ($SD = 0.90$).

Statement 26, *I don’t know; I can’t understand what I am doing in school*, the average response was 1.52 ($SD = 0.96$).

Table 10 summarizes the mean scores for the statements associated with intrinsic motivation. Table 11 summarizes the mean scores for the statements associated with extrinsic motivation. Table 12 summarizes the mean scores for the statements associated with amotivation.

Table 10

Mean Scores for Intrinsic Motivation on AMS-C 28 (n=110)

Statement	<i>M</i>	<i>Md</i>	<i>SD</i>	Range
Because I experience pleasure and satisfaction with learning new things	6.30	7.00	0.91	2-7
For the pleasure I experience when I discover new things never seen before	5.76	6.00	1.13	2-7
For the pleasure that I experience in broadening my knowledge about subjects which appeal to me	5.95	6.00	1.21	2-7
Because my studies allow me to continue to learn about many things that interest me	5.97	6.00	1.06	2-7
For the pleasure I experience while surpassing myself in my studies	5.26	5.00	1.33	1-7
For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments	5.53	6.00	1.25	2-7
For the satisfaction I feel when I am in the process of accomplishing difficult academic activities	5.43	6.00	1.32	1-7
Because college allows me to experience a personal satisfaction in my quest for excellence in my studies	5.67	6.00	1.31	2-7
For the intense feelings I experience when I am communicating my own ideas to others	5.19	5.00	1.30	1-7
For the pleasure that I experience when I read interesting authors	4.90	5.00	1.65	1-7
For the pleasure that I experience when I feel completely absorbed by what certain authors have written	4.55	5.00	1.76	1-7
For the “high” feeling that I experience while reading about various interesting authors	4.77	5.00	1.59	1-7
Average score of intrinsic motivation responses (<i>n</i> = 110)	5.44		1.32	

Table 11

Mean Scores for Extrinsic Motivation on AMS-C 28 (n=110)

Statement	<i>M</i>	<i>Md</i>	<i>SD</i>	Range
Because I think that a college education will help me better prepare for the career I have chosen	6.34	7.00	0.97	3-7
Because eventually it will enable me to enter the job market in a field that I like	6.11	6.00	0.99	2-7
Because this will help me make a better choice regarding my career orientation	5.69	6.00	1.29	1-7
Because I believe that a few additional years of education will improve my competence as a worker	5.88	6.00	1.16	1-7
To prove to myself that I am capable of completing my college degree	5.65	6.00	1.42	2-7
Because of the fact that when I succeed in college, I feel important	5.16	5.00	1.39	2-7
To show myself that I am an intelligent person	5.05	5.00	1.59	1-7
Because I want to show myself that I can succeed in my studies	5.57	6.00	1.43	1-7
Because with only a high school degree I would not find a high paying job later on	5.78	6.00	1.46	1-7
In order to obtain a more prestigious job later on	5.87	6.00	1.22	2-7
Because I want to have the “good life” later on	5.10	6.00	1.60	1-7
In order to have a better salary later on	5.72	6.00	1.09	2-7

Table 12

Mean Scores for Amotivation for AMS-C 28 (n=110)

Statement	<i>M</i>	<i>Md</i>	<i>SD</i>	Range
Honestly, I don't know; I really feel that I am wasting my time in school	1.54	1.00	0.96	1-5
I once had good reasons for going to college; however, now I wonder whether I should continue	2.23	1.00	1.64	1-7
I can't see why I go to college and frankly, I could care less	1.42	1.00	0.90	1-5
I don't know; I can't understand what I am doing in school	1.52	1.00	0.96	2-7
Average score of amotivation responses (<i>n</i> = 110)	1.68		1.12	

Respondent's answers were separated by response of choice to pursue educational opportunities in order to determine differences in subscales of motivation.

The averages are reported in Table 13.

Table 13

Mean Intrinsic, Extrinsic and Amotivation Scores by Desire to Pursue Educational Opportunities (n=110).

Are you currently pursuing any educational opportunities?		Motivation	Intrinsic Motivation	Extrinsic Motivation	Amotivation
Yes	<i>M</i>	87.71	5.48	5.57	1.69
	<i>N</i>	79	79	79	79
	<i>SD</i>	7.57	1.03	0.93	0.91
	Range	83-95	3-7	3-7	1-3
No	<i>M</i>	86.93	5.34	5.90	1.64
	<i>N</i>	31	31	31	31
	<i>SD</i>	7.53	0.85	0.78	0.86
	Range	81-94	3-7	3-7	1-5
Total	<i>M</i>	87.49	5.44	5.66	1.68
	<i>N</i>	110	110	110	110
	<i>SD</i>	7.53	0.98	0.90	0.90
	Range	81-95	4.33	4.42	4.00

An independent samples t-test revealed that on average, spouses of officers ($M=6.27$, $SE = 0.08$) and spouses of enlisted soldiers ($M=6.08$, $SE = .18$) were equally motivated and little differences existed in their scores.

Educational pursuits and motivation. To describe the relationship between the educational pursuits and the respondents perceived motivation score, independent sample t-tests were conducted. The decision to pursue further education was compared with the subscales of the motivation scores; intrinsic motivation, extrinsic motivation, and amotivation. There was a not a significant difference in the choice to pursue educational opportunities ($M= 5.48$, $SD = 1.03$) or not pursue educational opportunities

($M = 5.44$, $SD = 0.85$) and intrinsic motivation $t(108) = 0.66$, $p = 0.51$). There also was no significant difference in the choice to pursue educational opportunities ($M = 5.57$, $SD = 0.93$) or not pursue educational opportunities ($M = 5.90$, $SD = 0.78$) and extrinsic motivation $t(108) = -1.77$, $p = 0.08$). There also was no significant difference in the choice to pursue educational opportunities ($M = 1.69$, $SD = 0.91$) or not pursue educational opportunities ($M = 1.64$, $SD = 0.86$) and amotivation $t(108) = 0.28$, $p = 0.78$). Table 14 summarizes the comparisons between choice to pursue educational opportunities and motivation subscale scores.

Table 14

Independent Samples t-test: Choice to Pursue Educational Opportunities and Motivation ($n = 110$).

	<i>t</i>	<i>df</i>	<i>p</i>
<i>Intrinsic Motivation</i>	0.66	108	0.51
<i>Extrinsic Motivation</i>	-1.77	108	0.08
<i>Amotivation</i>	0.28	108	0.78

Educational pursuits and rank of service member. To further break down the motivation scores, independent samples t-tests were run to compare motivation scores between the spouses of enlisted soldiers and the spouses of officers. Table 15 summarizes the mean scores for the subscales of motivation; intrinsic motivation, extrinsic motivation and amotivation.

Table 15

Mean Motivation Subscale Scores by Rank of Service Member (n=108)

Enlisted or Officer		Motivation	Intrinsic Motivation	Extrtrinsic Motivation	Amotivation
Officer	<i>M</i>	87.69	5.48	5.74	1.69
	<i>N</i>	97	97	97	97
	<i>SD</i>	7.71	0.97	0.84	0.92
	Range	33.00	4.33	3.67	4.00
Enlisted	<i>M</i>	86.09	5.12	4.97	1.68
	<i>N</i>	11	11	11	11
	<i>SD</i>	6.02	0.99	1.15	0.87
	Range	21.00	2.83	3.75	2.25
Total	<i>M</i>	87.52	5.44	5.66	1.69
	<i>N</i>	108	108	108	108
	<i>SD</i>	7.54	0.97	0.90	0.91
	Range	33.00	4.33	4.42	4.00

To describe the relationship between the rank of the service member and the respondents perceived motivation based motivation score, independent sample t-tests were conducted. The rank of the service member spouse was compared with the subscales of the motivation scores; intrinsic motivation, extrinsic motivation, and amotivation. There was a not a significant difference in the spouses of commissioned officers ($M = 5.48$, $SD = 0.97$) or spouses of enlisted service members ($M = 5.12$, $SD = 0.99$) and intrinsic motivation $t(106) = 1.17$, $p = 0.25$). There was a significant difference in the in the spouses of commissioned officers ($M = 5.74$, $SD = 0.84$) or spouses of enlisted service members ($M = 4.96$, $SD = 1.15$) and extrinsic motivation $t(106) = 2.77$, $p = 0.01$). There also was no significant difference in the spouses of commissioned

officers (M= 1.69, SD = 0.92) and the spouses of enlisted service members (M= 1.68, SD = 0.87) and amotivation $t(106) = 0.13, p = 0.99$. Table 16 summarizes the comparisons between rank of service member and motivation subscales.

Table 16

Differences in Perceived Motivation Subscale Scores by Enlisted vs Commissioned Officer Spouse (n=108)

	<i>t</i>	<i>df</i>	<i>p</i>
<i>Intrinsic Motivation</i>	1.16	106	0.25
<i>Extrinsic Motivation</i>	2.77	106	0.01*
<i>Amotivation</i>	0.13	106	0.99

* significant at $p < .05$ level

A cross tabulation was done to identify which spouses were currently pursuing educational opportunities. Of the respondents classified as married to a commissioned officer, 68.05% (n = 66) were participating in educational opportunities and 31.95% (n = 31) chose to not participate in educational opportunities. Of the respondents classified as being married to an enlisted service member, 100.0% (n = 11) were pursuing educational opportunities and 0.0% (n = 0) of enlisted service member spouses were choosing to not participate in educational opportunities. Table 17 summarizes rank of service member and the pursuit of educational opportunities.

Table 17

Frequencies of Spouses Pursuing Educational Opportunities by Rank of Service Member Comparing Commissioned Officer vs Enlisted Service Member (n=108)

	Yes		No		Total
	<i>f</i>	%	<i>f</i>	%	<i>f</i>
Officer	66	68.05	31	31.95	97
Enlisted	11	100	0	0	11
Total	77	71.30	31	28.70	108

*Two respondents chose not to respond

Research Question Three

The third research question asked how perceived resilience related to the military spouse's educational pursuits. The degree of perceived resilience was measured by utilizing the Resilience Scale (Wagnild and Young, 2009). By using this scale, resilience (self-reliance, meaning, equanimity, perseverance, and existential aloneness) were measured in the sample population. Participants were asked to rank themselves on the 14-item 7-point Likert-type scale: 1) *strongly disagree*; 2) *disagree*; 3) *somewhat disagree*; 4) *neither agree nor disagree*; 5) *somewhat agree*; 6) *agree*; 7) *strongly agree*.

Self-reliance. Five statements comprised the portion for self-reliance.

Statement one, *I usually manage one way or another*, respondents reported 0.0% ($n=110$) of the responses as strongly disagree, 0.0% ($n=110$) as disagree, 1.8% ($n=110$) as somewhat disagree, 0.0% ($n=110$) as neither agree nor disagree, and 3.6% ($n=110$) as somewhat agree, 40.0% ($n=110$) as agree, and 54.5% ($n=110$) as strongly agree.

Statement five, *I feel that I can handle many things at a time*, respondents reported 0.0% ($n=110$) of the responses as strongly disagree, 0.0% ($n=110$) as disagree, 0.0% ($n=110$) as somewhat disagree, 1.8% ($n=110$) as neither agree nor disagree, and 10.0% ($n=110$) as somewhat agree, 48.2% ($n=110$) as agree, and 40.0% ($n=110$) as strongly agree.

Statement seven, *I can get through difficult times because I've experienced difficulty before*, respondents reported 0.0% ($n=110$) of the responses as strongly disagree, 0.0% ($n=110$) as disagree, 0.0% ($n=110$) as somewhat disagree, 0.9% ($n=110$) as neither agree nor disagree, and 8.2% ($n=110$) as somewhat agree, 35.5% ($n=110$) as agree, and 55.5% ($n=110$) as strongly agree.

Statement 12, *in an emergency, I'm someone people can generally rely on*, respondents reported 0.0% ($n=110$) of the responses as strongly disagree, 0.0% ($n=110$) as disagree, 0.0% ($n=110$) as somewhat disagree, 0.9% ($n=110$) as neither agree nor disagree, and 8.2% ($n=110$) as somewhat agree, 35.5% ($n=110$) as agree, and 55.5% ($n=110$) as strongly agree.

Statement 14, *when I'm in a difficult situation, I can usually find my way out of it*, respondents reported 0.0% ($n=110$) of the responses as strongly disagree, 0.0% ($n=110$) as disagree, 0.0% ($n=110$) as somewhat disagree, 0.0% ($n=110$) as neither agree nor disagree, and 10.9% ($n=110$) as somewhat agree, 50.9% ($n=110$) as agree, and 38.2% ($n=110$) as strongly agree.

Meaning. Three questions comprised the portion on meaning. For statement two, *I feel proud that I have accomplished things in my life*, respondents reported 0.0%

($n=110$) of the responses as strongly disagree, 0.0% ($n=110$) as disagree, 0.0% ($n=110$) as somewhat disagree, 0.9% ($n=110$) as neither agree nor disagree, and 8.2% ($n=110$) as somewhat agree, 30.9% ($n=110$) as agree, and 60.0% ($n=110$) as strongly agree.

Statement nine, *I keep interested in things*, respondents reported 0.0% ($n=0$) of the responses as strongly disagree, 0.0% ($n=0$) as disagree, 0.9% ($n=110$) as somewhat disagree, 2.7% ($n=110$) as neither agree nor disagree, and 16.4% ($n=110$) as somewhat agree, 44.5% ($n=110$) as agree, and 35.5% ($n=110$) as strongly agree.

Statement 13, *my life has meaning*, respondents reported 0.0% ($n=110$) of the responses as strongly disagree, 0.0% ($n=110$) as disagree, 1.8% ($n=110$) as somewhat disagree, 2.7% ($n=110$) as neither agree nor disagree, and 7.3% ($n=110$) as somewhat agree, 32.7% ($n=110$) as agree, and 55.5% ($n=110$) as strongly agree.

Equanimity. Two statements comprised the section on equanimity. For statement three, *I usually take things in stride*, respondents reported 0.9% ($n=110$) of the responses as strongly disagree, 0.0% ($n=110$) as disagree, 0.9% ($n=110$) as somewhat disagree, 2.7% ($n=110$) as neither agree nor disagree, and 18.2% ($n=110$) as somewhat agree, 50.0% ($n=110$) as agree, and 27.3% ($n=110$) as strongly agree. For statement ten, *I can usually find something to laugh about*, respondents reported 0.0% ($n=110$) of the responses as strongly disagree, 0.9% ($n=110$) as disagree, 0.0% ($n=110$) as somewhat disagree, 2.7% ($n=110$) as neither agree nor disagree, and 16.4% ($n=110$) as somewhat agree, 39.1% ($n=110$) as agree, and 40.9% ($n=110$) as strongly agree.

Perseverance. Two statements comprised the component of the survey on perseverance. For statement six, *I am determined*, respondents reported 0.0% ($n=110$) of

the responses as strongly disagree, 0.0% ($n=110$) as disagree, 0.0% ($n=110$) as somewhat disagree, 0.0% ($n=110$) as neither agree nor disagree, and 8.2% ($n=110$) as somewhat agree, 36.4% ($n=110$) as agree, and 55.5% ($n=110$) as strongly agree. For statement eight, *I have self-discipline*, respondents reported 0.0% ($n=110$) of the responses as strongly disagree, 0.0% ($n=110$) as disagree, 2.7% ($n=110$) as somewhat disagree, 1.8% ($n=110$) as neither agree nor disagree, and 20.0% ($n=110$) as somewhat agree, 38.2% ($n=110$) as agree, and 37.3% ($n=110$) as strongly agree.

Existential aloneness. Two statements comprised the component on existential aloneness. For statement four, *I am friends with myself*, respondents reported 0.9% ($n=110$) of the responses as strongly disagree, 0.0% ($n=110$) as disagree, 2.7% ($n=110$) as somewhat disagree, 1.8% ($n=110$) as neither agree nor disagree, and 17.3% ($n=110$) as somewhat agree, 40.9% ($n=110$) as agree, and 36.4% ($n=110$) as strongly agree. For statement eleven, *my belief in myself gets me through hard times*, respondents reported 0.0% ($n=110$) of the responses as strongly disagree, 0.9% ($n=110$) as disagree, 2.7% ($n=110$) as somewhat disagree, 2.7% ($n=110$) as neither agree nor disagree, and 22.7% ($n=110$) as somewhat agree, 39.1% ($n=110$) as agree, and 31.8% ($n=110$) as strongly agree. Mean Resilience Scale frequencies are displayed in Table 18.

Table 18

Frequencies of Resilience Scale Items (n=110)

Statement	1		2		3		4		5		6		7	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	0	0.0	0	0.0	2	1.8	0	0.0	4	3.6	44	40.0	60	54.5
2	0	0.0	0	0.0	0	0.0	1	0.9	9	8.2	34	30.9	66	60.0
3	1	0.9	0	0.0	1	0.9	3	2.7	20	18.2	55	50.0	30	27.3
4	1	0.9	0	0.0	3	2.7	2	1.8	19	17.3	45	40.9	40	36.4
5	0	0.0	0	0.0	0	0.0	2	1.8	11	10.0	53	48.2	44	40.0
6	0	0.0	0	0.0	0	0.0	0	0.0	9	8.2	40	36.4	61	55.5
7	0	0.0	0	0.0	0	0.0	1	0.9	9	8.2	39	35.5	61	55.5
8	0	0.0	0	0.0	3	2.7	2	1.8	22	20.0	42	38.2	41	37.3
9	0	0.0	0	0.0	1	0.9	3	2.7	18	16.4	49	44.5	39	35.5
10	0	0.0	1	0.9	0	0.0	3	2.7	18	16.4	43	39.1	45	40.9
11	0	0.0	1	0.9	3	2.7	3	2.7	25	22.7	43	39.1	35	31.8
12	0	0.0	0	0.0	0	0.0	1	0.9	9	8.2	39	35.5	61	55.5
13	0	0.0	0	0.0	2	1.8	3	2.7	8	7.3	36	32.7	61	55.5
14	0	0.0	0	0.0	0	0.0	0	0.0	12	10.9	56	50.9	42	38.2

Note. Statement 1: *I usually manage one way or the other.* Statement 2: *I feel proud to have accomplished things in life.* Statement 3: *I usually take things in stride.* Statement 4: *I am friends with myself.* Statement 5: *I feel that I can handle many things at a time.* Statement 6: *I am determined.* Statement 7: *I can get through difficult times because I've experienced difficulty before.* Statement 8: *I have self-discipline.* Statement 9: *I keep interested in things.* Statement 10: *I can usually find something to laugh about.* Statement 11: *My belief in myself gets me through the hard times.* Statement 12: *In an emergency, I'm someone people can generally rely on.* Statement 13: *My life has meaning.* Statement 14: *When I am in a difficult situation, I can usually find my way out of it.*

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Somewhat Disagree; 4 = Neither Disagree nor Agree; 5 = Somewhat Agree; 6 = Agree; 7 = Strongly Agree

Mean resilience scores were tabulated for use in analysis.

Five statements comprised the portion for self-reliance. For statement one, *I usually manage one way or another*, the average response was 6.45 ($SD = 0.74$).

Statement five, *I feel that I can handle many things at a time*, the average response was 6.26 ($SD = 0.71$). Statement seven, *I can get through difficult times because I've experienced difficulty before*, the average response was 6.45 ($SD = 0.69$). Statement 12, *in an emergency, I'm someone people can generally rely on*, the average response was 6.45 ($SD = 0.69$). Statement 14, *when I'm in a difficult situation, I can usually find my way out of it*, the average response was 6.27 ($SD = 0.65$).

Three questions comprised the portion on meaning. For statement two, *I feel proud that I have accomplished things in my life*, the average response was 6.50 ($SD = 0.69$). Statement nine, *I keep interested in things*, the average response was 6.11 ($SD = 0.84$). Statement 13, *my life has meaning*, the average response was 6.37 ($SD = 0.88$).

Two statements comprised the section on equanimity. For statement three, *I usually take things in stride*, the average response was 5.96 ($SD = 0.94$). For statement ten, *I can usually find something to laugh about*, the average response was 6.15 ($SD = 0.90$).

Two statements comprised the component of the survey on perseverance. For statement six, *I am determined*, the average response was 6.47 ($SD = 0.65$). For statement eight, *I have self-discipline*, the average response was 6.05 ($SD = 0.95$). Mean Resilience Scale scores are displayed in Table 19.

Table 19

Mean Scores of Resilience Scale Items (n=110)

Statement	<i>M</i>	<i>Md</i>	<i>SD</i>	Range
I usually manage one way or the other.	6.45	7.00	0.74	3-7
I feel proud to have accomplished things in life.	6.50	7.00	0.69	4-7
I usually take things in stride.	5.96	6.00	0.94	1-7
I am friends with myself.	6.03	6.00	1.05	1-7
I feel that I can handle many things at a time.	6.26	6.00	0.71	4-7
I am determined.	6.47	7.00	0.65	5-7
I can get through difficult times because I've experienced difficulty before.	6.45	7.00	0.69	4-7
I have self-discipline.	6.05	6.00	0.95	3-7
I keep interested in things.	6.11	6.00	0.84	3-7
I can usually find something to laugh about.	6.15	6.00	0.90	2-7
My belief in myself gets me through the hard times.	5.92	6.00	1.02	2-7
In an emergency, I'm someone people can generally rely on.	6.45	7.00	0.69	4-7
My life has meaning.	6.37	7.00	0.88	3-7
When I am in a difficult situation, I can usually find my way out of it.	6.27	6.00	0.65	5-7
Average score of resilience responses (<i>n</i> = 110)	6.20		0.85	

Two statements comprised the component on existential aloneness. For statement four, *I am friends with myself*, the average response was 6.03 (*SD* = 1.05). For statement eleven, *my belief in myself gets me through hard times*, the average response was 5.92 (*SD* = 1.02).

An independent samples t-test revealed that on average, spouses of officers (*M* = 87.8, *SE* = 0.79) and spouses of enlisted soldiers (*M*=86.2, *SE* = 1.67) were equally resilient.

To gauge overall resilience, the average score of the five factors was determined (self-reliance, meaning, equanimity, perseverance, and existential aloneness). The grand mean for resilience was 6.20 (SD 0.85) ($n = 110$). Table 20 summarizes the mean data for the five factors of resilience reported from the Resilience Scale (Wagnild and Young, 2009).

Table 20

Mean Scores for Resilience Factor Subscales ($n=110$)

Factor	<i>M</i>	<i>Md</i>	<i>SD</i>
Self- Reliance ($n = 110$)	6.38	7.00	0.70
Meaning ($n = 110$)	6.33	7.00	0.80
Equanimity ($n = 110$)	6.05	6.00	0.92
Perseverance ($n = 110$)	6.26	6.00	0.80
Existential Aloneness ($n = 110$)	5.98	6.00	1.04
Resilience average score ($n = 110$)	6.20		0.85

Pursuit of educational opportunities and resilience. To describe the relationship between the pursuit of educational opportunities and perceived resilience scores, an independent samples t-test was conducted. The decision to pursue educational opportunities was compared with the respondent's resiliency subscale scores. There was not a significant difference in the choice to pursue educational opportunities ($M = 6.37$, $SD = 0.49$) or not pursue educational opportunities ($M = 6.41$, $SD = 0.50$) and self-reliance $t(108) = -0.33$, $p = 0.75$). There also was no significant difference in the choice to pursue educational opportunities ($M = 6.37$, $SD = 0.62$) or not pursue educational opportunities ($M = 6.24$, $SD = 0.73$) and Meaning $t(108) = 0.94$, $p = 0.35$). There also was no significant difference in the choice to pursue educational opportunities ($M = 6.25$,

SD = 0.68) or not pursue educational opportunities (M = 6.31, SD = 0.70) and Equanimity $t(108) = 0.72, p = 0.47$). There also was no significant difference in the choice to pursue educational opportunities (M = 6.03, SD = 0.87) or not pursue educational opportunities (M = 5.82, SD = 0.96) and perseverance $t(108) = -0.41, p = 0.68$). There also was no significant difference in the choice to pursue educational opportunities (M = 6.09, SD = 0.91) or not pursue educational opportunities (M = 5.97, SD = 0.57) and Existential Aloneness $t(108) = 1.10, p = 0.27$). Table 21 summarizes the comparison between the decision to pursue educational opportunities and perceived resilience subscale scores. Table 22 summarizes the independent samples t-test with choice to pursue educational opportunities and resilience subscale scores.

Table 21

Mean Scores of Resilience Factors by Choice to Pursue Educational Opportunities (n=110)

Are you currently pursuing any educational opportunities?		Resilience	Self-Reliance	Meaning	Equanimity	Perseverance	Existential Aloneness
Yes	<i>M</i>	139.32	6.37	6.37	6.25	6.03	6.09
	<i>N</i>	79	79	79	79	79	79
	<i>SD</i>	21.21	0.49	0.62	0.68	0.87	0.91
	Range	119-161	5-7	5-7	4-7	4-7	6-7
No	<i>M</i>	141.45	6.41	6.24	6.31	5.82	5.97
	<i>N</i>	31	31	31	31	31	31
	<i>SD</i>	16.31	0.50	0.73	0.70	0.96	0.57
	Range	125-158	5-7	5-7	5-7	4-7	6-7
Total	<i>M</i>	139.92	6.38	6.33	6.26	5.97	6.06
	<i>N</i>	110	110	110	110	110	110
	<i>SD</i>	19.90	0.49	0.65	0.69	0.90	0.83
	Range	120-161	5-7	5-7	4-7	5-7	6-7

Table 22

Differences in Resilience Subscale Score by Choice to Pursue Educational Opportunities (n=110)

	<i>t</i>	<i>df</i>	<i>p</i>
Self-Reliance	-0.33	108	0.75
Meaning	0.94	108	0.35
Equanimity	0.72	108	0.47
Perseverance	0.26	108	0.68
Existential Aloneness	0.06	108	0.27

To describe the relationship between the rank of the service member and the respondents' perceived resilience score, independent sample t-tests were conducted. The rank of the service member's spouse was compared with the subscales of the resilience scores; self-reliance, meaning, equanimity, perseverance, and existential aloneness. There was a not a significant difference in the spouses of commissioned officers (M= 6.41, SD = 0.50) or spouses of enlisted service members (M = 6.16, SD = 0.42) and self-reliance $t(106) = 1.57$, $p = 0.12$). There was not a significant difference in the spouses of commissioned officers (M= 6.35, SD = 0.69) or spouses of enlisted service members (M = 6.24, SD = 0.45) and meaning $t(106) = 0.51$, $p = 0.61$). There was not a significant difference in the spouses of commissioned officers (M= 6.02, SD = 0.88) or spouses of enlisted service members (M = 6.23, SD = 0.41) and equanimity $t(106) = -0.76$, $p = 0.45$). There was not a significant difference in the in the spouses of commissioned officers (M= 6.28, SD = 0.69) or spouses of enlisted service members (M = 6.00, SD = 0.63) and perseverance $t(106) = 1.29$, $p = 0.20$). There also was no significant difference in the spouses of commissioned officers (M= 5.99, SD = 0.89) and the spouses of

enlisted service members ($M = 6.04$, $SD = 0.72$) and existential aloneness $t(106) = -0.20$, $p = 0.84$). Table 23 summarizes the data related to rank of service member and resilience subscale scores.

Table 23

Differences in Resilience Subscale Score by Rank of Service Member (n=108)

	<i>t</i>	<i>df</i>	<i>p</i>
Self-Reliance	1.57	106	0.12
Meaning	0.51	106	0.61
Equanimity	-0.76	106	0.45
Perseverance	1.29	106	0.20
Existential Aloneness	-0.20	106	0.84

Research Question Four

The fourth research question sought to determine what relationship exists between resilience and motivation in relation to the academic pursuits of the military spouse. A binary logistic regression analysis was run to determine if a relationship exists between perceived resilience scores and perceived motivation scores and the educational pursuits of the military spouse.

Utilizing desire to pursue further educational opportunities as the dependent variable (Yes, 0, No, 1), a regression analysis was performed to determine the effects of motivation and resilience on the choice to pursue educational opportunities. The coefficient of determination yielded 0.5 % variance in decision to pursue educational opportunities as explained by the influence of perceived motivation and perceived

resilience scores ($R^2 = .005, p < .05$). The logistic regression model was not statistically significant.

Table 24 summarizes the regression of the choice to pursue educational opportunities and the perceived motivation and resilience scores.

Table 24

*Effect of Motivation and Resilience on the Choice to Pursue Educational Opportunities
(n = 110)*

Variable	R^2	B	SE	X^2	p	OR
Model	.005					
Motivation		-.017	.028	0.35	0.57	0.98
Resilience		.007	.011	0.36	0.55	1.01
$R = 0.07$						

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

In chapter four, the statistical analysis of the data was presented along with the results of the researcher's study. Chapter five seeks to clarify the findings and provide ideas concerning future research.

Purpose of the Study

The purpose of this study was to identify and describe military spouses on factors related to educational pursuits and to explore the relationships between and among military spouse's perceived motivation, perceived resilience and personal and career factors related to educational pursuits. Understanding factors that affect participation in educational opportunities can aid in the design and development of programs that will address the specific needs of the spouses of our service members. The accessible population for this study consisted of military spouses stationed with their service member on Fort Leavenworth, Kansas who had completed, at minimum, one PCS move.

Research Questions

The following research questions guide this study:

1. What are the demographics and characteristics of spouses of soldiers at Fort Leavenworth pursuing educational opportunities?
2. How does motivation relate to military spouse's educational pursuits?
3. How does resilience relate to military spouse's educational pursuits?
4. What relationship exists between resilience and motivation in relation to the educational pursuits of the military spouse?

Limitations of the Study

Questionnaires were utilized to obtain data from spouses of Army Soldiers regarding demographics, perceived motivation, and perceived resilience. This study is limited to the access of spouses of Army Soldiers stationed at Fort Leavenworth, Kansas. As only one military installation is utilized, the results should not be generalized to the entire military community. However, as our military is transient in nature, sometimes changing duty stations every two to three years, it is possible that this sample would be representative of many military populations. In addition, it is recognized that soldiers and families come from all locations OCONUS and CONUS to attend ILE at Fort Leavenworth, Kansas, thus, the population under study will have a large varying demographic represented. Furthermore, it is recognized that individuals that were not currently pursuing further education may have opted to not complete the study.

Research Design

The site for this study was Fort Leavenworth, Kansas; pitched as “the best hometown in the Army” and “the intelligence epicenter of the Army” with a population as of September 2012 of 16,021 soldiers and family members according to the Fort Leavenworth Public Affairs Office. The transient population of the post fluctuates in approximately August and December with an influx of new Intermediate Level Education (ILE) and School of Advanced Military Studies (SAMS) students and their families as the previous class is tasked with yet another PCS move.

In order to answer the research questions, this research employed a descriptive/correlational research method. Descriptive research is completed by

collecting data to answer research questions concerning the status of the survey respondents (Fraenkel & Wallen, 2006). Correlational research tests to determine the degree at which relationships exist between variables (Fraenkel & Wallen, 2006). According to Fraenkel and Wallen (2006), degrees of relationships are measured allowing the opportunity to predict scores of certain variables based on the scores of the other.

The variables of interest in this study were the resilience scores and degrees of motivation experienced by military spouses who have completed at minimum one permanent change of station move with their soldier. Utilizing a correlational research design will aid in measuring the degree of relationships between the variables that influenced the respondent's decision to pursue educational opportunities.

Correlational research lends itself toward certain types of threats to internal validity. Frankel and Wallen (2006) mention and describe several different threats to internal validity that could be applicable to this study such as subject characteristics, mortality, location, instrumentation, testing, history, maturation, attitude of subjects, regression, and implementation. For this study, subject characteristics, mortality, location threat, and instrument decay were possible threats to internal validity. In an effort to reduce error due to subject characteristics, this study requested the demographic information age, years married, number of PCS moves, spouse's pay grade, gender, number of children at home, and the highest academic degree completed. A location threat occurs when each survey is not administered in the same location and under the same circumstances and conditions for all respondents (Fraenkel and Wallen, 2006). In

an attempt to control location threat in this research, surveys were emailed to participants at their personal email address to allow the opportunity to complete the survey in the comfort of their home location. Instrument decay occurs with changes in the instrument over the course of time. In an effort to control instrument decay, the instrument was only administered once, and was completed by the respondent at their convenience. Mortality occurs when subjects may be “lost” to a study (Franken and Wallen, 2006). In an effort to control mortality, Dillman’s (2007) methods for acquiring a high response rate were followed. Early and late responders were broken into two groups and compared utilizing the variable “days to respond” to help control for non-response error (Lindner, Murphy & Briers, 2001).

Population and Sample

The target population of this study was defined as military spouses who have experienced at least one PCS move. The accessible population consisted of spouses of Army Soldiers residing at or around Fort Leavenworth, Kansas during the 2012-2013 school term. The study utilized a random sample of spouses to ensure the accessible population is representative of the target population.

The Army maintains a level of privacy in regards to their families, and in order to access a population located on a military post, the PAO was contacted requesting permission to access a sample of spouses on Fort Leavenworth, Kansas. After a brief overview of the research purpose was presented, the PAO authorized the use of the sample population for the research, with the stipulation that participation remained voluntary, anonymous and that neither the researcher nor military personnel would have

knowledge that an individual did or did not participate. All responses were requested to be reported confidentially with no ability to link responses to a particular individual, unit or family. The current Public Affairs Officer established contact with a liaison familiar with the spouses who offered to provide email addresses of members after a brief overview of the research was presented. Emails were sent to the spouse clubs representing Fort Leavenworth in an effort to solicit participants and compile a contact list of possible participants.

According to the PAO, the current local population of military spouses totals 798 ($N=798$). To determine sample size, Krejcie and Morgan's (1970) formula for determining sample size was referenced. From this, it was determined that responses should be acquired from 260 ($n=260$) members of the sample population in order to reach a 95 % confidence level and a .05 alpha level.

In order to compile the sample, each individual's email address was entered into an Excel spreadsheet with a corresponding consecutive number. Excel software was then utilized to generate a random listing of numbers, of which the corresponding email addresses were pulled for inclusion in this study. Military spouses having not completed a PCS move with their spouse or those that were not currently married to a service member were removed from the compiled list prior to random sample generation.

In an effort to increase response rate, several of Dillman's (2007) guidelines were implemented. Dillman (2007) states email survey response rate is positively influenced by repeated contact. Considering this, an initial email was sent out notifying the potential participants about the questionnaire. One week later, the link to the online questionnaire

was emailed to the randomly selected participants as suggested by Dillman (2007). The following week, as a follow up, a thank you email was sent to the randomly selected participants in gratitude for their participation, along with a reminder, if participation has not occurred, with the link to the online survey (Dillman, 2007). Finally, three weeks after the initial questionnaire link was emailed, a new email containing the survey link was sent as a last reminder in the hopes that non-response will be limited (Dillman, 2007).

Instrumentation

The instrument for this study consisted of two different instruments that can be utilized independently by researchers to measure independent variables of interest in this study.

Motivation. This study utilized the Academic Motivation Scale (AMS-C 28) to measure motivation (Vallerand et. al. 1992). This instrument was chosen due to its ability to measure intrinsic, extrinsic and amotivation of the individual towards education. The instrument measures three types of intrinsic motivation (to know, to accomplish, and to experience), three types of extrinsic motivation (external, introjected, and identified regulation) and amotivation (Vallerand, et. al. 1992).

Resilience. This study incorporated Wagnild and Young's Resilience Scale (RS-14) as the instrument to measure resilience in the sample population. Permission was obtained and a certificate of use issued to the researcher valid for 12 months that granted use of this instrument in the researcher's study (Appendix F).

Wagnild and Young's Resilience Scale (RS-14) was chosen due to its association with the military population and its use in studies involving members of the military and their spouses. The instrument measures self-reliance, purposeful life, equanimity, perseverance, and existential aloneness. Wagnild and Young (1990, 1993) determined these were the five factors that contribute to the theory of resilience.

Data Collection

An introductory email was sent out to the participants on October 27, 2013, which served to introduce the study, researcher, purpose of the research, and explaining the confidentiality and voluntary nature of the study (Appendix C). The emails were sent out either on Sunday night or early Monday morning in order to have the email waiting in the participant's inbox at the beginning of the week. Though Dillman (2007) recommended that the instrument follow after the introductory email by three days, the researcher chose to follow up the following week on Monday with the instrument. The reason for this was that military spouses tend to have other obligations during the week such as volunteer work, children's activities and work that may prevent the email from being noticed.

A recruitment email (Appendix D) containing the survey link was emailed a week later on November 3, 2013, as recommended by Dillman (2007). As Veteran's day fell during the following week, and families on Fort Leavenworth observed a four-day holiday, the researcher chose to disregard that week as respondents may have an accumulation of email from the holiday causing the survey to be overlooked. For the same reason, the week of Thanksgiving was also disregarded. The following week,

November 17, 2013, contact was made again with an email being distributed to the respondents as a reminder of the survey and containing a survey link (Appendix E). A final email reminder, the forth contact, was distributed on December 9, 2013 to attempt to gain a higher participation rate from the participants (Appendix E).

Data collected was coded and entered into SPSS version 22 for Mac. The coding allowed for confidentiality for the participants. Upon completion of the research, the codes were destroyed.

At the conclusion of the research, at 42.3 % response rate was obtained ($n=110$). The responses were then analyzed for gender and spouse pay grade to determine if participation matched the overall population. The gender of the respondents as well as the pay grade of the spouse included slightly fewer males than the expected demographic, as Flake et. al 2009 noted with 13.8 % of non-soldier spouses were male. The study participants were 7.3% ($n=8$) male and 92.7% ($n= 102$) female. In addition, respondents were asked to list the rank of the service member spouse. There were two respondents that chose not to respond.

Data Analysis

Data collected was coded and entered into SPSS version 22 for Mac. The alpha level was established a priori at 0.05 ($\alpha = 0.05$).

To answer research question one, the characteristics of the spouses of soldiers were analyzed for age, gender, number and age of children living at home, years married to soldier, highest educational degree held, and participation frequency in educational programs. In order to analyze the nominal (categorical) data (gender, number and age of

children living at home, highest educational level received, and time of completion of education) frequency, percentages, and mode was used. In order to analyze the ordinal data (age, years married to soldier, and participation frequency in educational programs) measures of central tendency and variability, frequencies and percentages were used.

The second research question sought answers to how motivation relates to the military spouse's educational pursuits. The degree of motivation was measured using the Academic Motivation Scale AMS-28. To answer research question two, mean scores, ranges, and standard deviations were used to analyze the data for the purpose of measuring the degree of motivation reported by military spouses. The data measured was summated scores from AMS- C 28 (Vallerand et. al., 1992). The three factors identified by the authors of the instruments, intrinsic motivation, extrinsic motivation and amotivation were reported using a seven-point Likert-type scale.

Independent samples t-tests were used to determine if differences exist between the spouses of enlisted personnel and the spouses of officers as well as whether if the choice to pursue academic opportunities was related to the scores on intrinsic motivation, extrinsic motivation and amotivation.

The third research question pursued answers to how resilience relates to the military spouse's educational pursuits. The degree of resilience was measured using the Resilience Scale (RS- 14). To answer research question three, mean scores, ranges, and standard deviations were used to analyze the data, measuring the degree of resilience reported by military spouses. The data measured were summated scores from the RS-14 (Wagnild & Young, 1993). The five factors identified by the authors of the instruments,

self-reliance, meaning, equanimity, perseverance, and existential aloneness were reported using a seven-point Likert-type scale.

Independent samples t-tests were used to determine if differences exist between the spouses of enlisted personnel and the spouses of officers. Independent samples t-test were used to determine relationships between resilience score and the decision to pursue academic opportunities.

The fourth research question sought answers as to how resilience and motivation relate to the decision to pursue academic programs. Binary logistic regressions were preformed to see if resilience scores and motivation scores were related to the decision to pursue academic opportunities.

Summary of Findings

Research question one. Study participants ($n = 110$) were asked for demographic data based upon individual or family characteristics. Similar to the general population, the majority of survey respondents were female (92.7%, $n = 102$) with less than one-tenth being male (7.3%, $n = 8$). Participants held degrees ranging from completion of a doctoral program (1.8%, $n = 2$) to holding a high school diploma as the highest degree (14.7%, $n = 16$). The highest prevalence of degrees was determined to be a bachelors degree (26.6%, $n = 29$) followed by bachelors degree or more (22.9%, $n = 25$), masters degree (19.3%, $n = 21$), masters plus (11.9%, $n = 13$), and finally specialist (2.8%, $n = 3$).

Of the military spouse respondents currently holding degrees, over half (53.6%, $n=59$) obtained their degrees prior to marrying their spouse, almost one-sixth (15.5%, $n=$

17) obtained their degrees within the first two to three years as a military spouse, almost one-fifth (19.1%, $n=21$) obtained their degree later in their soldier's career, and over one-tenth (11.8%, $n=13$) are currently working on their degree. Of the respondents, almost three-fourths (71.8%, $n=79$) are currently pursuing more educational opportunities.

When asked about employment status, the majority of respondents were unemployed and not looking for employment (30.0%, $n=33$). A little over one-tenth (11.8%, $n=13$) were unemployed but looking for employment, one-fifth (20.9, $n=23$) were employed part time, and less than one-fifth (17.3%, $n=19$) were employed full time. The smallest number (4.5%, $n=5$) described themselves as full time students, while one sixth (15.5%, $n=17$) listed their employment status as "other." When asked to expand on "other," respondents mentioned multiple reasons. These included: employed part-time, part-time student, and part-time volunteer, full-time volunteer, full-time mom, home-based business owner, and homemaker.

The average age of the participants was 40.7 years ($SD= 7.68$) with a range of 19 to 62 years old. Military spouses were asked how long they were married to their military member and responses ranged from one to 28 years with an average of 12.15 years ($SD=6.50$).

Respondents were asked to answer questions identifying family characteristics. Over 80 % of respondents reported children living at home (81.8%, $n=90$). In addition to identifying if children lived in the home, military spouses were asked to list the number and age ranges of the resident children. Those that reported having children living at

home, numbers ranged from one to four or more with ages ranging from newborn to college age. Of that reported having children residing at home, almost one-fourth (21.8%, $n=24$) reported only one child, over one-third (35.5%, $n=39$) reported two children, almost one-fifth (18.2%, $n=20$) reported three children, very few (6.4%, $n=7$) reported four or more. Almost one-fifth (18.2%, $n=20$), reported no children living at home. Of the families that reported children living at home, the highest percentage, almost half (41.2%, $n=54$) reported having grade school children (seven to 13 years old) residing at home. Less than one-tenth (7.6%, $n=10$) reported having a newborn, less than one-fifth (16.8%, $n=22$) reported toddler age children (two to three years old), less than one-fifth (16%, $n=21$) reported preschool age children (three to four years old), and less than one-fifth (16%, $n=21$) reported kindergarten age children (five to six years old), almost one-fourth (23%, $n=17.6$) reported high school age children (14 to 18 years old) and in the smallest category, just over one-twentieth (6.1%, $n=8$) reported college children (over 18 years old and pursuing higher education) living at home.

Respondents were asked the total number of PCS moves that were completed with their military spouse. As with any move, PCS moves can disrupt the family by having to relocate to a completely different area to follow the spouse to the next duty station. Every respondent had completed at least one PCS move with his or her soldier. Almost one-third of respondents (30.0%, $n=33$) had completed more than seven PCS moves with their soldier. The lowest number was one PCS move with only 2.7% ($n=3$) respondents falling into that category. Almost one-fourth (23.6%, $n=26$) had completed two to three PCS moves, almost one-fourth (24.5%, $n=27$) had completed between four

and five PCS moves, and just under one-fifth (19.1%, $n=21$) had completed between six and seven.

In addition, respondents were asked to list the rank of the service member spouse. There were two respondents that chose not to respond. The respondents that identified as being married to a commissioned officer encompassed the largest % with over three-fourths (89.8%, $n=97$). One-tenth (10.2%, $n=11$) of the respondents identified as being married to an enlisted service member.

Finally, each respondent was asked the type of educational opportunities they were pursuing. Of the respondents, the majority, over one-third (38.0%, $n=30$), were pursuing education leading to a master's, doctorate or professional degree. Almost one-fourth of the respondents (22.8%, $n=18$) were taking part in on post educational opportunities such as Army Family Team Building, Family Readiness Group Training, or the Field Grade Spouse Seminar while almost one-fifth of the respondents pursuing educational opportunities (16.5%, $n=13$) classified their educational opportunities as "other" including and registered Yoga teacher certification. One-tenth of respondents pursuing educational opportunities (10.1%, $n=8$) were education at an undergraduate program at a four-year college or university and one-tenth (11.4%, $n=9$) were pursuing an associates degree. Only one respondent (1.3%, $n=1$) was pursuing vocational school.

Implications

The respondents of this study were aligned more with experienced military spouses who were married to commissioned officers. Most respondents have completed more than seven PCS moves and have been married to their service member over 12

years. The average age of the respondent was just over 40 years old. Over one-third of the respondents already held a bachelor's degree and were pursuing further education leading to a master's degree or higher. With a large percentage of the respondents pursuing academic opportunities, there is the need to develop pertinent programs suited for the population.

Research question two. The second research question asked how perceived motivation related to the military spouse's educational pursuits. The degree of perceived motivation was measured utilizing Vallerand et. al. (1992) Academic Motivation Scale (AMS-C 28). By using this scale, intrinsic, extrinsic, and amotivation were measured in the sample population. Perceived intrinsic motivation increased with an increase numerically up to a value of 7. Perceived extrinsic motivation increased with an increase numerically up to a value of 7. Perceived amotivation increased with an increase numerically up to 7.

In regards to intrinsic motivation, the military spouses surveyed maintained a high level of intrinsic motivation. With a summated average score of 75.47 out of a possible 84, military spouses in the sample were relatively highly intrinsically motivated. The average intrinsic motivation response was 5.44 out of a possible 7.00.

In regards to extrinsic motivation, data suggests that military spouses surveyed were less extrinsically motivated. With a summated average score of 67.92 out of a possible 84, extrinsic motivation ranked lower. However, the average extrinsic motivation response was higher with 5.66 out of a possible 7.00.

In regards to amotivation, data from the sample population suggests a very low level of amotivation. With a summated average score of 6.71 out of a possible 35, spouses surveyed showed little amotivation. The average amotivation response was 1.68 out of a possible 7.00.

There was little difference in motivation between enlisted soldier's spouses and commissioned officer spouses except under the category of extrinsic motivation. The spouses of enlisted service members ($M = 5.66$) scored higher on extrinsic motivation than the spouses of commissioned officers ($M = 4.97$). This was determined to be statistically significant ($p = .007$). There was also no significant difference in the motivation scores of spouses that chose to pursue educational opportunities and those that did not.

Military spouses, both of commissioned officers and enlisted service members were equally motivated and showed the same level of amotivation. Where they differed was on the lines of extrinsic motivation. The spouse of the enlisted service member tended to score lower on the extrinsic portion of the scale when compared to the spouses of the commissioned officers. As a general rule, the commissioned officer is a higher paid member of the military ranks when compared to the enlisted service member. The higher extrinsic motivation score is contrary to line with the logic that military spouses of enlisted service members need to maintain employment and seek out education to rise in the ranks of the workforce.

Research question three. The third research question asked how perceived resilience related to the military spouse's educational pursuits. The degree of perceived

resilience was measured utilizing the Resilience Scale (Wagnild and Young, 2009). By using this scale, resilience (self-reliance, meaning, equanimity, perseverance, and existential aloneness) was measured in the sample population. Perceived resilience increased with an increase numerically up to 7.

Table 25

Scale of the RS-14 Resilience Instrument

RS-14	Meaning
14-56	Very low resilience
57-64	Low resilience
65-73	Moderately low resilience
74-81	Moderate resilience
82-90	Moderately high resilience
91-98	Very high resilience
Wagnild and Young, 2009	

In regards to perceived resilience, the military spouses surveyed maintained a high level of resiliency. With a summated average score of 87.44 out of a possible 98, military spouses in the sample were categorized as having a moderately high resilience. The average resiliency response was 6.20 out of a possible 7.00. Table 25 identifies the meaning of the scores.

There was little difference in resilience between enlisted soldier's spouses and commissioned officer spouses. There was also no significant difference in the resilience scores of spouses that chose to pursue educational opportunities and those that did not.

The respondents of this survey scored high in regards to perceived resilience. With resilience being a learned trait, it is not surprising that with all the adversity a military spouse endures, they tend to be more resilient. The seasoned military spouses that responded to this researcher's survey are not unlike other military spouses that have completed the permanent change of station moves, deployments, and single parent lifestyles.

Research question four. The fourth research question sought to determine what relationship exists between resilience and motivation in relation to the academic pursuits of the military spouse. A binary logistic regression analysis was run to determine if a relationship exists between perceived resilience scores and perceived motivation scores and the academic pursuits of the military spouse.

The research demonstrated that the educational pursuits of the military spouse have no relationship between the perceived motivation and perceived resilience scores of the military spouse.

Recommendations

This study showed no significant relationship between perceived motivation and perceived resilience on the educational pursuits of the military spouse. As a significant number of respondents were the spouses of commissioned officers, and in this particular study, the spouse of the enlisted service member was underrepresented, there are suggestions that could be made. The researcher suggests that further information is needed on the academic pursuits of the spouse of the enlisted service member. In this study, 100 % of the spouses of enlisted service members were pursuing academic

opportunities. This research also demonstrated that the spouses of the commissioned officer pursued education for the purpose of extrinsic motivation. Information gained from further research could be utilized to help universities recruit and retain the transient military spouse and aid in the development of programs that would suit their needs. Programs that were portable and adaptable to the ever-changing needs of the military spouse would undoubtedly be beneficial to the spouse, the service member and society in general.

Recommendations for Additional Research

1. As an under represented demographic in this study, the spouse of the enlisted service member needs further research. This researcher suggests gaining data on which degrees and careers the enlisted spouse pursues in order to formulate programs that would better suit their needs.
2. As the military pushes resilience training for both the service member and spouse, this researcher did not address differentiating between which respondents had participated in the Army Resiliency Training and those that had not. Further research is necessary to determine if the Army Resiliency Training is effective in it's purpose and if it is impacting the overall resilience of the military family.
3. This research did not pursue the preference of educational format for the military spouse. Further research would be beneficial that could determine if military spouses preferred online education vs. brick and mortar school education.

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APPENDIX A

IRB APPROVAL LETTER

DIVISION OF RESEARCH

Office of Research Compliance and Biosafety



APPROVAL DATE: 07/30/2013

MEMORANDUM

TO: Timothy Murphy
ALRSRCH - Agrilife Research - Ag Leadership, Education & Communication

FROM: Dr. James Fluckey
Chair
Institutional Review Board

SUBJECT: Initial Review Submission Form Approval

Protocol Number: IRB2013-0418

Title: The relationship between perceived resilience and perceived motivation on the educational pursuits of the military spouse.

Review Type: Expedite

Approved: 07/30/2013

Continuing Review Due: 06/15/2014

Expiration Date: 07/15/2014

Documents	Military Spouse Questionnaire	version 3.0
Reviewed and	Inform Email	version 2.0
Approved:	Follow up email	version 1.0
	Proposal	version 1.0

Document of Consent: Written consent in accordance with 45 CF 46.116/ 21 CFR 50.27

This research project has been approved. As principal investigator, you assume the following responsibilities

1. **Continuing Review:** The protocol must be renewed by the expiration date in order to continue with the research project. A Continuing Review application along with required documents must be submitted by the continuing review deadline. Failure to do so may result in processing delays, study termination, and/or loss of funding.
2. **Completion Report:** Upon completion of the research project (including data analysis and final written papers), a Completion Report must be submitted to the IRB.
3. **Unanticipated Problems and Adverse Events:** Unanticipated problems and adverse events must be reported to the IRB immediately.
4. **Reports of Potential Non-compliance:** Potential non-compliance, including deviations from protocol and violations, must be reported to the IRB office immediately.
5. **Amendments:** Changes to the protocol must be requested by submitting an Amendment to the IRB for review. The Amendment must be approved by the IRB before being implemented.
6. **Consent Forms:** When using a consent form or information sheet, you must use the IRB stamped approved version. Please log into iRIS to download your stamped approved version of the consenting instruments. If you are unable to locate the stamped version in iRIS, please contact the office.
7. **Audit:** Your protocol may be subject to audit by the Human Subjects Post Approval Monitor. During the

750 Agronomy Road, Suite 2701
1186 TAMU
College Station, TX 77843-1186

Tel. 979.458.1467 Fax. 979.862.3176
<http://rcb.tamu.edu>

APPENDIX B

PAO AUTHORIZATION



REPLY TO
ATTENTION OF:

DEPARTMENT OF THE ARMY
UNITED STATES ARMY GARRISON FORT LEAVENWORTH
PUBLIC AFFAIRS OFFICE
290 GRANT AVE. UNIT 6
FORT LEAVENWORTH, KANSAS 66027-1361

IMLV-PAO

June 28, 2013

MEMORADUM FOR LAURIE LUTZ, TEXAS A & M, STUDENT

SUBJECT: Military Spouse Survey

1. You have expressed interest in conducting surveys with the spouses of service members stationed here at Fort Leavenworth.
2. Since your method of gathering information will be using military spouses on a voluntary basis who are members of the Fort Leavenworth Spouse Club (a private organization), it requires no involvement with the Public Affairs Office or the Staff Judge Advocate.
3. Point of contact is: George Marcec, 913-684-1718, george.marcec@us.army.mil.

X

George Marcec
Public Affairs Operations

GEORGE A. MARCEC
GS-12
PUBLIC AFFAIRS OPERATIONS OFFICER



IRB NUMBER: IRB2013-0418
IRB APPROVAL DATE: 07/30/2013
IRB EXPIRATION DATE: 07/15/2014

APPENDIX C
PRE-NOTICE EMAIL

Dear [First Name],

As a military spouse and student, I have an interest as to the effects of motivation and resilience on the academic pursuits of other military spouses. In a few days you will receive information, via email, inviting you to participate in a research project being conducted by a doctoral candidate from both Texas A & M and Texas Tech University. The information will include a link to an online survey, which you will be asked to complete.

This survey instrument is intended for military spouses, which have completed at least one Permanent Change of Station (PCS) move with their soldier. The survey will take less than 15 minutes of your time to complete.

Advance notice of impending requests seems to be beneficial, so I am taking this time to inform you of the future request.

Thank you in advance for your time. Successful research begins with participants willing to invest the time to participate.

Sincerely,
Laurie Lutz, Doctoral Candidate
Tim Murphy, TAMU Co-Chair
Steve Frazee, TTU Co-Chair

APPENDIX D

RECRUITMENT EMAIL

Dear [First Name],

You are being invited to participate in a research study. Before you participate in this study, it is important that you understand the purpose of this study. The purpose of this study will be to identify and describe military spouses on factors related to educational pursuits and to examine the relationships between and among military spouse's perceived motivation, perceived resilience and personal and career factors related to educational pursuits.

As a current military spouse, I am requesting your help in determining what role military spouse's perceived motivation and perceived resilience play in the pursuit of educational opportunities. The survey should only take fifteen minutes of your time, and your participation would greatly be appreciated. Your input is important and your email address was obtained from the public listing of current spouse club members.

Every effort will be made by the researcher to preserve your confidentiality. Responses you provide will be kept confidential to the extent permitted by law. The data will be seen only by the researcher, password protected to ensure confidentiality, and destroyed upon completion of the study. Please do not include any identifying information in your responses. There have been no foreseeable risks identified that would affect you as a participant in this project; nor are there any direct benefits to you.

The link to the survey can be found at: [Link to Survey]

All responses received will be combined and used in statistical analysis only. **Your participation in this study is completely voluntary and you may refuse to answer any question at any time or chose to not participate.** That being said, your input is valuable and important to the study. Please have your responses submitted no later than [date] in order to have them included in the study results.

If you have any questions, please contact me at 361-648-0568 or e-mail at Laurie.Lutz@me.com. If I am unavailable when you call, please leave a message and your call will be returned promptly.

If you have questions regarding your rights as a research participant in this study, or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office at (979) 458-4067 or by email at irb@tamu.edu.

Sincerely,
Laurie Lutz, Doctoral Candidate
Tim Murphy, TAMU Dissertation Co-Chair
Steven Frazee, TTU Dissertation Co-Chair



IRB NUMBER: IRB2013-0418
IRB APPROVAL DATE: 07/30/2013
IRB EXPIRATION DATE: 07/15/2014

APPENDIX E

FOLLOW UP EMAIL

Dear [First Name],

Approximately a week ago you were invited to participate in a study pertaining to military spouses. The email you received contained a link to an online survey asking for your perceptions on several factors related to motivation and resilience in the military spouse.

If you have already completed the questionnaire, we are grateful for your time and contribution. If you have not, and it is possible for you, please consider taking 15 minutes of your time to complete the study today. We would like to receive your response by [date] to include them in the analysis.

The survey is available at: [survey link].

Military spouses are an underrepresented population, and your responses will help identify factors that affect the military spouse and educational pursuits.

Thank you again for your participation.

Sincerely,
Laurie Lutz, Doctoral Candidate
Tim Murphy, TAMU Dissertation Co-Chair
Steven Frazee, TTU Dissertation Co-Chair

APPENDIX F

AUTHORIZATION LETTER- RESILIENCE SCALE

INTELLECTUAL PROPERTY LICENSE AGREEMENT Students & Residents of Developing Countries

This Intellectual Property License Agreement ("Agreement") is made and effective this 21 January 2013 ("Effective Date") by and between The Resilience Center, PLLP ("Licensor") and Laurie Lutz ("Licensee").

Licensor has developed and licenses to users its Intellectual Property, marketed under the names "the Resilience Scale", "RS", "the 14-Item Resilience Scale", and "the RS-14" (the "Intellectual Property").

Licensee desires to use the Intellectual Property.

NOW, THEREFORE, in consideration of the mutual promises set forth herein, Licensor and Licensee agree as follows:

1. License.
Licensor hereby grants to Licensee a 1-year, non-exclusive, limited license to use the Intellectual Property as set forth in this Agreement.
2. Restrictions.
Licensee shall not modify, license or sublicense the Intellectual Property, or transfer or convey the Intellectual Property or any right in the Intellectual Property to anyone else without the prior written consent of Licensor. Licensee may make sufficient copies of the Intellectual Property and the related Scoring Sheets to measure the individual resilience of an unlimited number of subjects, for non-commercial purposes only.
3. Fee.
In consideration for the grant of the license and the use of the Intellectual Property, subject to the Restrictions above, Licensee agrees to pay Licensor the sum of US\$50.
4. Term.
This license is valid for twelve months, starting at midnight on the Effective Date.
5. Termination.
This license will terminate at midnight on the date twelve months after the Effective Date.
6. Warranty of Title.
Licensor hereby represents and warrants to Licensee that Licensor is the owner of the Intellectual Property or otherwise has the right to grant to Licensee the rights set forth in this Agreement. In the event any breach or threatened breach of the foregoing representation and warranty, Licensee's sole remedy shall be to require Licensor to do one of the following: i) procure, at Licensor's expense, the right to use the Intellectual Property, ii) replace the Intellectual Property or any part thereof that is in breach and replace it with Intellectual Property of comparable functionality that does not cause any breach, or iii) refund to Licensee the full amount of the license fee upon the return of the Intellectual Property and all copies thereof to Licensor.
7. Warranty of Functionality.
Licensor provides to Licensee the Intellectual Property "as is" with no direct or implied warranty.
8. Payment.
Any payment shall be made in full prior to shipment. Any other amount owed by Licensee to Licensor pursuant to this Agreement shall be paid within thirty (30) days following invoice from Licensor. In the event any overdue amount owed by Licensee is not paid following ten (10) days written notice from Licensor, then in addition to any other amount due, Licensor may impose and Licensee shall pay a late payment charge at the rate of one percent (1%) per month on any overdue amount.
9. Taxes.
In addition to all other amounts due hereunder, Licensee shall also pay to Licensor, or reimburse Licensor as appropriate, all amounts due for tax on the Intellectual Property that are measured directly by payments made by Licensee to Licensor. In no event shall Licensee be obligated to pay any tax paid on the income of Licensor or paid for Licensor's privilege of doing business.
10. Warranty Disclaimer.
LICENSOR'S WARRANTIES SET FORTH IN THIS AGREEMENT ARE EXCLUSIVE AND ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

11. Limitation of Liability.

Licensor shall not be responsible for, and shall not pay, any amount of incidental, consequential or other indirect damages, whether based on lost revenue or otherwise, regardless of whether Licensor was advised of the possibility of such losses in advance. In no event shall Licensor's liability hereunder exceed the amount of license fees paid by Licensee, regardless of whether Licensee's claim is based on contract, tort, strict liability, product liability, or otherwise.

12. Support.

Licensor agrees to provide limited, e-mail-only support for issues and questions raised by the Licensee that are not answered in the current version of the *Resilience Scale User's Guide*, available on www.resiliencescale.com, limited to the Term of this Agreement. Licensor will determine which issues and questions are or are not answered in the current *User's Guide*.

13. Notice.

Any notice required by this Agreement or given in connection with it, shall be in writing and shall be given to the appropriate party by personal delivery or by certified mail, postage prepaid, or recognized overnight delivery services.

If to Licensor:

The Resilience Center, PLLC

PO Box 313

Worden, MT 59088-0313

If to Licensee:

Name: Laurie Lutz

Address: 216 Augur Ave

Fort Leavenworth KS 66027-1328

UNITED STATES

14. Governing Law.

This Agreement shall be construed and enforced in accordance with the laws of the United States and the state of Montana. Licensee expressly consents to the exclusive forum, jurisdiction, and venue of the Courts of the State of Montana and the United States District Court for the District of Montana in any and all actions, disputes, or controversies relating to this Agreement.

15. No Assignment.

Neither this Agreement nor any interest in this Agreement may be assigned by Licensee without the prior express written approval of Licensor.

16. Final Agreement.

This Agreement terminates and supersedes all prior understandings or agreements on the subject matter hereof. This Agreement may be modified only by a further writing that is duly executed by both Parties.

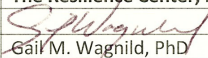
17. Severability.

If any term of this Agreement is held by a court of competent jurisdiction to be invalid or unenforceable, then this Agreement, including all of the remaining terms, will remain in full force and effect as if such invalid or unenforceable term had never been included.

18. Headings.

Headings used in this Agreement are provided for convenience only and shall not be used to construe meaning or intent.

IN WITNESS WHEREOF, the Parties hereto have duly caused this Agreement to be executed in its name on its behalf, all as of the day and year first above written.

Licensee	The Resilience Center, PLLP
Signature:	
Printed Name: Laurie Lutz	Gail M. Wagnild, PhD
Title: Student	Owner and CEO
Date: 15 January 2013	15 January 2013

APPENDIX G

INSTRUMENT

The effect of perceived motivation and perceived resilience on the educational pursuits of the military spouse

You are invited to take part in a research study being conducted by Laurie Lutz, a researcher from Texas A&M University. The information in this form is provided to help you decide whether or not to take part. If you decide to take part in the study, you will be asked to sign this consent form. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefits you normally would have.

Why Is This Study Being Done?

The purpose of this study is to identify and describe military spouses on factors related to educational attainment and to explore the relationships between military spouse's perceived motivation, perceived resilience and personal and career factors related to educational pursuits. Understanding factors that affect participation in educational opportunities can aid in the design of programs that will address the specific needs of the spouses of our service members.

Why Am I Being Asked To Be In This Study?

You are being asked to be in this study because you are a military spouse who has recently completed a Permanent Change of Station move and your personal experiences are valuable.

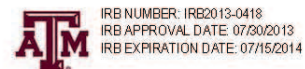
How Many People Will Be Asked To Be In This Study?

265 people (participants) will be invited to participate in this study locally.

What Are the Alternatives to being in this study?

The alternative to being in the study is not to participate.

What Will I Be Asked To Do In This Study?



You will be asked to complete an online survey. Your participation in this study will last up to 15 minutes.

Are There Any Risks To Me?

The things that you will be doing are no more risks than you would come across in everyday life.

Will There Be Any Costs To Me?

Aside from your time, there are no costs for taking part in the study.

Will Information From This Study Be Kept Private?

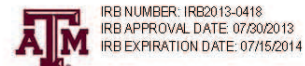
The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Laurie Lutz will have access to the records.

Information about you will be stored in computer files protected with a password. This consent form will be filed securely in an official area.

People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly.

Information about you and related to this study will be kept confidential to the extent permitted or required by law.

Who may I Contact for More Information?



You may contact the Principal Investigator, Tim Murphy, PhD, to tell him about a concern or complaint about this research at (979) 862-3419 or tmurphy@tamu.edu.

For questions about your rights as a research participant, or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office at (979) 458-4067 or irb@tamu.edu.

What if I Change My Mind About Participating?

This research is voluntary and you have the choice whether or not to be in this research study. You may decide to not begin or to stop participating at any time. If you choose not to be in this study or stop being in the study, there will be no effect to you. Any new information discovered about the research will be provided to you. This information could affect your willingness to continue your participation.

STATEMENT OF CONSENT

I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I know that new information about this research study will be provided to me as it becomes available and that the researcher will tell me if I must be removed from the study. I can ask more questions if I want. A copy of this entire consent form will be given to me.

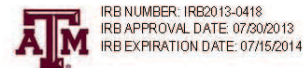
ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:

- you have read the above information
- you voluntarily agree to participate
- you are at least 18 years of age

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

ELECTRONIC CONSENT: Please select your choice below. Clicking on the "agree" button below indicates that: • you have read the above information • you voluntarily



agree to participate • you are at least 18 years of age If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

- ☐ Agree (1)
- ☐ Disagree (2)

Answer If The effect of perceived motivation and perceived resilien... Agree Is Selected

Q1 The following 14 statements concern resiliency. Please read each statement carefully and decide to what degree they describe you.

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neither Agree nor Disagree (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)
I usually manage one way or the other. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel proud to have accomplished things in life. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually take things in stride. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am friends with myself. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I can handle many things at a time. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am determined. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can get through difficult times because I've experienced difficulty before. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have self-discipline. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep interested in things. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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I can usually find something to laugh about. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My belief in myself gets me through the hard times. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In an emergency, I'm someone people can generally rely on. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life has meaning. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am in a difficult situation, I can usually find my way out of it. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Q2 The following 28 statements relate to motivation. . Please read each statement carefully and decide to what degree they describe you. Answer the following statement: Why do you pursue educational opportunities?

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neither Agree nor Disagree (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)
Because with only a high school degree I would not find a high paying job later on. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I experience pleasure and satisfaction learning new things. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I think that a college education will help me better prepare for the career I have chosen. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For the intense feelings I experience when I am communicating my own ideas to others. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honestly, I don't know; I really feel that I am wasting my time in school. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For the pleasure I experience while surpassing myself in my studies. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prove to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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myself that I am capable of completing my college degree. (7)							
In order to obtain a more prestigious job later on. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For the pleasure I experience when I discover new things never seen before. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because eventually it will enable me to enter the job market in a field that I like. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For the pleasure that I experience when I read interesting authors. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I once had good reasons for going to college; however, now I wonder whether I should continue. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of the fact that when I succeed in college, I feel important. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Because I want to have "the good life" later on. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For the pleasure that I experience in broadening my knowledge about subjects which appeal to me. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because this will help me make a better choice regarding my career orientation. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For the pleasure that I experience when I feel completely absorbed by what certain authors have written. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can't see why I go to college and frankly, I could care less. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For the satisfaction I feel when I am in the process of accomplishing difficult academic activities. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To show myself that I am an intelligent person. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In order to have a better salary later on. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because my studies allow me to continue to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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learn about many things that interest me. (23)							
Because I believe that a few additional years of education will improve my competence as a worker. (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For the "high" feeling that I experience while reading about various interesting subjects. (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know; I can't understand what I am doing in school. (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because college allows me to experience a personal satisfaction in my quest for excellence in my studies. (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I want to show myself that I can succeed in my studies. (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 Are you currently married to an active duty service member?

- ☐ Yes (1)
☐ No (2)



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Q4 What is your spouse's pay grade?

Q5 What is your gender?

- ☐ Male (1)
- ☐ Female (2)

Q6 What year were you born?

Q7 How many years have you been married to your spouse while in the military?

Q8 How many children do you have at home?

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 or more (4)
- ☐ none (5)

If none Is Selected, Then Skip To How many PCS moves have you completed...

Q9 What are the ages of your children at home

- ☐ Newborn (1)
- ☐ Toddler (2-3 years old) (2)
- ☐ Preschool (3-4 years old) (3)
- ☐ Kindergarten (5-6 years old) (4)
- ☐ Grade School (7-13 years old) (5)
- ☐ High School (14-18 years old) (6)
- ☐ College (over 18 years old) (7)



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Q10 How many PCS moves have you completed over the course of your spouse's military career?

- ☐ 1 (1)
- ☐ 2-3 (2)
- ☐ 4-5 (3)
- ☐ 6-7 (4)
- ☐ more than 7 (5)

Q11 What is your highest grade or academic degree completed?

- ☐ Less than high school (1)
- ☐ High School (2)
- ☐ Bachelors (3)
- ☐ Bachelors + (4)
- ☐ Masters (5)
- ☐ Masters + (6)
- ☐ Specialist (7)
- ☐ Doctoral (8)

Q12 When did you complete your highest level of education?

- ☐ Prior to marrying my spouse (1)
- ☐ During the first 2-3 years as a military spouse (2)
- ☐ Later in my spouse's career (3)
- ☐ Currently working on my degree (4)

Q13 Are you currently pursuing any educational opportunities?

- ☐ Yes (1)
- ☐ No (2)

If No Is Selected, Then Skip To Which best describes your employment:



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Q14 Which of the following best describe your choice of educational opportunities?

- ☐ Vocational School (1)
- ☐ 2 Year College (2)
- ☐ Undergraduate Program at a 4 year college or university (3)
- ☐ Post-Bachelors degree leading to a masters, doctorate, or professional degree (4)
- ☐ On post educational opportunities such as Army Family Team Building, Family Readiness Group Training, Field Grade Spouses Seminar (5)
- ☐ Other (6) _____

Q15 Which best describes your employment:

- ☐ Unemployed (looking for employment) (1)
- ☐ Unemployed (not looking for employment) (2)
- ☐ Employed (part-time) (3)
- ☐ Employed (full-time) (4)
- ☐ Full Time Student (5)
- ☐ Other (6) _____

Q16 Please add any comments you would like to share.